DOCUMENT RESUME

ED 367 380 IR 054 930

AUTHOR Grover, Mark L.; And Others
TITLE The Brigham Young University Foreign Language Collections: An Assessment.
INSTITUTION Brigham Young Univ., Provo, Utah. Library.
PUB DATE 93
NOTE 73p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Libraries; Comparative Analysis; *Foreign Language Books; *Foreign Language Periodicals; Higher Education; Library Acquisition; *Library Collection Development; *Library Collections; *Library Material Selection; *Second Languages; Tables (Data)
IDENTIFIERS Brigham Young University UT; Library Policy

ABSTRACT

The Foreign Studies Discussion Group of Harold B. Lee Library at Brigham Young University perceived the necessity for an evaluation of the foreign language collections in the library that would include an examination of collection acquisition policies, size, and processing and would provide descriptive and analytical data in order to support acquisition and processing decisions. The purpose of the study was not to justify foreign language acquisition, but rather to provide a description of the environment of the university, the collections, and usage of foreign language materials. Section 1 examines the present academic and international aspects of disciplines and the publishing world. A historical description of the development of the collection is provided in section 2. The next section examines the university climate within which the library is situated, and section 4 evaluates the collection policy statements with regard to foreign language materials and describes the processing of these materials from acquisition to cataloging. Section 5 is an evaluation of the library's holdings of foreign language materials in comparison with similar academic libraries. Finally, section 6 reports the findings of the study. (JLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: IR

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. FL

ED 367 380

THE BRIGHAM YOUNG UNIVERSITY FOREIGN LANGUAGE COLLECTIONS: AN ASSESSMENT

BY

FOREIGN STUDIES DISCUSSION GROUP
HAROLD B. LEE LIBRARY
BRIGHAM YOUNG UNIVERSITY

RUSSELL CLEMENT
CHRISTIANE ERBOLATO-RAMSEY
GARY GILLUM
MARK L. GROVER (PRINCIPAL AUTHOR)
RICHARD HACKEN
ANNICK HOUZE
BRENDA JANSON
GAIL KING
CARLA KUPITZ
CONNIE LAMB
MARIANNE SIEGMUND
DALE S. SWENSEN
JOHN WRIGHT

PROVO, UTAH
HAROLD B. LEE LIBRARY
BRIGHAM YOUNG UNIVERSITY
1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mark L. Grover

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

1205493O

TABLE OF CONTENTS

PREFACE i

FOREIGN LANGUAGE COLLECTIONS BACKGROUND 1
Introduction 1
Disciplines 2
Publishing 4
Curriculum and Research 5

HISTORY OF THE BRIGHAM YOUNG UNIVERSITY FOREIGN LANGUAGE COLLECTIONS 7
Introduction 7
Organizational Changes 8
Assessment of the Foreign Language Collections 8
Changes in Acquisition Procedures 9
Collections 10
Selection Personnel 11
Collection Development Division 13
The Present 15

UNIVERSITY FOREIGN LANGUAGE PROGRAMS 17
Introduction 17
The Student Body 17
Foreign Students 19
University Support of Programs 19
David M. Kennedy Center for International Studies 21
Graduate Studies and Research 21
Study Abroad 22
Ezra Taft Benson Institute 22
Faculty 23
University-Wide Curricula 23

THE LIBRARY 28
Collection Development Policy Statements 28
Introduction 28
BYU Policy Statements 29
The Selection, Order, and Cataloging Processes 30
Collection Development Division 30
Organization 30
Library Faculty 31
Acquisition Department 33
Processing 33
Faculty and Staff 34
Order and Receiving 34

Cataloging Department 36
Faculty 36
Processing 37
Foreign Language Acquisition Budgets 37
Introduction 37
Approval 38
Continuations 39
Firm Orders 40
Serials 40
Total 42

AREA STUDIES AND FOREIGN LANGUAGE COLLECTIONS ASSESSMENT 44
Purpose and Goals 44
Methodology 44
Justification 44
Description of Methodology 46
Assessment 49
Introduction 49
Percentage of Collection 49
Ranking 56
Circulation 58
Foreign Languages 63
Conclusions 64

CONCLUSION 66

PREFACE

In 1991, a few members of the Collection Development and Cataloging Divisions felt the need for increased communication and understanding of the foreign language collections. They organized an ad-hoc library committee entitled the Foreign Studies Discussion Group. Personnel from all areas of the library were invited to participate. The group operates outside of traditional library administrative channels in its attempts to promote increased communication and cooperation between all areas of the library. After two years, participation continues to be an important and fulfilling experience for most members. It has and will continue to encourage changes and adjustments in library procedures directed toward enhancing collection development, materials processing, and improved service to library patrons.

The Foreign Studies Discussion Group perceived the necessity for an evaluation of the foreign language collections in the Harold B. Lee Library that would include an examination of collections acquisition policies, size, and processing. Statistical information concerning the collection was essential. Usage of the collection and processing procedures also needed to be determined and evaluated. This type of report was also important, in part, because of strong feelings and opinions regarding the library's foreign language collections. For years library discussions have taken place with few facts about the collections available and little understanding of the issues involved. Descriptive and analytical data are essential to replace rhetoric in order to make satisfactory acquisition and processing decisions. The purpose of the study is not to justify foreign language acquisition, but rather to provide a description of the environment of the university, the collections, and usage of foreign language materials. Its purpose is to better understand, and not merely defend, the foreign-language collections.

The following report is the result of an almost two-year evaluation of the foreign collections. Most group members actively participated in its preparation. Although written primarily by one member, the report is the product of all. The report is divided into five chapters. Chapter One examines the present academic and international aspects of disciplines and the publishing world. It suggests essential methods librarians use to select non-English materials. Chapter Two provides a historical description of the development of the Harold B. Lee Library collection primarily from 1960 to the present. Chapter Three examines the university climate within which the library is situated. It presents Board of Trustee and administrative views on foreign and area studies curricula and research at the University. The

chapter also describes campus-wide activities with a non-U.S. focus and concludes with a statistical description of the foreign-language curricula at the BYU.

Chapter Four concentrates on the Lee Library. It evaluates collection policy statements with regards to foreign language materials and describes the processing of foreign language materials from acquisition to cataloging. Personnel directly involved in these processes are identified. The chapter concludes with a financial description of foreign language acquisitions and compares it to the library acquisition budget in general.

Chapter Five is an evaluation of the library's holdings of foreign language materials in comparison with similar academic libraries. The method of evaluation was developed by the committee and uses statistics from the National Shelflist Count. The chapter concludes with a statistical evaluation of the circulation of foreign language books in comparison to the rest of the library.

This document should be seen as descriptive and not polemic. It is hoped the evaluation will be used to further refine the collection development policy of the library. It is also desired that the report will help break barriers between divisions and show the library not as three separate divisions, but as one organization with the shared goal of building and processing a collection in support of the library's patrons.

CHAPTER ONE

FOREIGN LANGUAGE COLLECTION BACKGROUND

INTRODUCTION

Building a research library collection requires an understanding of the academic world, knowledge of the publishing industry, and an appreciation of the curriculum and research needs of the university. It mandates that librarians be important actors in every aspect and that they have an appreciation for all variables involved in the entire process of collection development and processing. Attention to foreign language academic collections is therefore essential.

The recent budgetary crisis has seriously hampered the ability of college and research libraries to maintain adequate collections and is probably an indication of what the future holds. No longer will libraries be able to build the types of collections they have in the past. In an austere budgetary climate, one area traditionally cut early on is the purchase of foreign language materials. A lack of understanding of the academic world combined with misleading use studies may encourage librarians to make unfortunate arbitrary cuts in foreign purchases.

Some have suggested that international changes in the academic world have resulted in the unofficial adoption of English as the language of scholarship. As a result, they contend, students and faculty need only read English to maintain an understanding of most fields of scholarship. This suggestion is naive and displays a lack of understanding of scholarship and the history of the sciences and humanities.

For most, the reasons for the acquisition of foreign language materials in an academic library are clear. The questions are how much and in which areas. There are basically three factors that should be considered to determine the value of foreign language materials in the library: 1) the role of foreign language publications in specific academic disciplines; 2) the publishing environment; and 3) the university curriculum and research needs.

DISCIPLINES

In most disciplines, research focuses on general concepts of the profession as well as specific issues within geographic contexts. Disciplines with limited geographic orientation such as Mathematics, tend to have strong focal points and centers where the best and most important writing and research on that topic is done. Often, those centers are in countries with political power and economic superiority. For scientific and social science disciplines, those centers have historically been in Europe (Germany and France) and more recently in the United States. Since the subject matter of the research tends to be universal, languages used for publication are generally the languages of the center (i.e., Philosophy--French and German; Science--German and English, etc.) Important research published in other languages is generally translated into the language of the center. Knowledge of center languages has always been a requisite for researchers in those fields. Most Ph.D. programs require foreign language study as a critical part of the preparation for the degree.

Centers of research for disciplines change. For centuries French was considered the language of the arts and humanities, but not currently. For most sciences, Germany, historically, was the center. Russia for a time was important. The United States is presently the center for many of the sciences and certain social sciences, although that position is not secure as European and Asian research increases in importance. Positions often depend on political strength, economic wealth, and scholarly personality influences.

In this type of system certain types of publications take place in the center while others occur in the periphery. The most significant research and publication remain in the center and in the language of the center. There are publications in the periphery, but these tend to be of a different nature and often oriented to unique local aspects or related to education and library reference--primarily textbooks and research guides. There are occasional important research publications, but not often. Research that is significant is generally translated into the language of the center.

If the discipline has a geographic component, the center for that part of the discipline almost always is in the geographic area of interest and in the language of the region. As an example, the center for the study of Sociology in general is in the United States and Europe; however, the study of the Sociology of Mexico is centered in Mexico and published in Spanish. Anyone studying Sociology in general will read mostly in English; however, someone studying the Sociology of Mexico will have to know Spanish and will publish much of their research in Spanish and in Mexico.

All disciplines have both universal and regional approaches, although the percentages for each varies considerably. Most sciences have limited geographical foci and consequently the language of research is the languages of the center. Some, such as Geology and Animal Science, have greater diversity and, consequently, a greater

variety of language publications. Most articles and monographs on Chemistry are published in German and English, whereas there is a variety of regional publications and language used for Geology.

In the Social Sciences, centers exist but these disciplines have greater regional components than for the "hard" Sciences. Centers for the study of Anthropology are France and the United States, for example, but there are significant publications from all over the world on the discipline, which would not be the case for Cancer research. An understanding of Anthropology that goes beyond the general will require knowledge of a foreign language to keep up in the field.

The Humanities and History have the greatest diversity. There is still the concept of a center, but that center is not as important as are regional centers. The study of Japanese art, literature, and history is centered in Japan and primarily written in Japanese. Any scholar dealing with Japan has to read Japanese. Students who do more than just peripheral research on Japan are required to understand Japanese.

Some claim that because of the prominence of English in the academic world, if research is important it will be translated into English. That may be true for disciplines with limited geographical emphasis such as Mathematics, but not for the Humanities and much of the Social Sciences. Translation of research occurred in the 1960s and 1970s, but much of that has been discontinued. Beyond literature, little academic translation is occurring in the Social Sciences and the Humanities.

The value of translations is also questionable. Differences between languages makes satisfactory and adequate translations difficult. Note this comment by a historian on the translation of her book into English:

> The translation of these essays and their adaptation for the American public were not easy tasks. After trying to work with one translator or another, I decided to do it myself. I soon discovered that the task was more difficult than it seemed at first. Language is etiquette. Different academic traditions express themselves in different languages. What is acceptable in one may not be acceptable in another. Besides there are words that cannot be translated because the experience they signify is lacking. . .When we move from one country to another, we have to do much more than translate words: we have to translate our experience.[1]

---

[1]The author also discusses an even more difficult problem of translating what she labeled "historiographical traditions". Emilia Viotti da Costa, The Brazilian Empire: Myths and Histories (Chicago: The University of Chicago Press, 1985); pp. xiv-xvi.

In 1982 Kenneth Prewitt, President of the Social Science Research Council suggested to the Association of Research Librarians that changes in publishing patterns in the social sciences should effect acquisition patterns. Those changes were primarily an increase in publications in the Third World. He stressed the expanding development of the social sciences outside of the western world and their importance to U. S. scholars. He believed that no longer was the best research only being published in the United States and feared that libraries were doing an inadequate job in collecting this important foreign language literature.[2]

There is presently a notable movement in education for strong foreign language study. Colleges are requiring a second language background just to be accepted. What is the value of requiring language background if its utility is decreasing?

PUBLISHING

The changing nature of academic publishing and a shift in informational output suggests a need for an increase in foreign language knowledge and purchasing rather than a reduction. The role of the United States in worldwide publishing is decreasing and the use of English in many disciplines is diminishing. Historical changes of the past five years, such as the dissolution of Communism, the democratization of the Third World, and the organization of the European Economic Community, have led to significant changes in the publishing environment. Librarians must seriously consider these changes before automatically cutting non-U.S. publications.

The increasing complexity of the international political system is leading to an increase in the numbers and varieties of non-English language publications. Although there has been some polarization of publishers, inflation, currency fluctuations, and political changes have resulted in an expansion of publications across the globe. The United Nations' statistics on book publications demonstrate this pattern. In 1980, a total of 715,500 titles were published worldwide, compared to 819,500 six years later. Developed countries showed an increase of four percent, while book production in Third World countries grew by more than fifty-five percent. While the United States percentage of the total world production remained the same, the Asian percentage increased from almost nineteen to twenty-three percent. In 1986, the

---

[2]Kenneth Prewitt, "The Challenge from the Social Sciences," in Association of Research Libraries, Minutes of the 101st Meeting of the Association of Research Libraries (Washington, 1982), p. 47.

Soviet Union and West Germany both published more titles than did the United States.[3]

Political changes in Eastern Europe have significantly affected the publishing world. Sarah M. Pritchard suggests what has happened:

> The sudden opening of Eastern Europe has made it possible both to publish and purchase an immense amount of previously unavailable writing.. . .Libraries need to move quickly to take advantage of these opportunities, of the good currency rates in developing or politically "emerging" countries, the eagerness to do business, and the improved communication, all of which may be short-lived.[4]

CURRICULUM AND RESEARCH

It is crucial that librarians build collections that meet the curricula and research needs of patrons. Of principal concern is an understanding of the curricula of the university. Key to this understanding is an appreciation of the level and type of instruction and research that occurs within the different disciplines. If the only classes taught at the university in Art History are introductory undergraduate classes, library support will obviously differ from a curriculum of upper-division and graduate courses.

An often-ignored feature of understanding the curricula is an appreciation of the nature of the discipline. Beginning language and literature classes require the use of foreign language materials, whereas other disciplines do not. Any university that teaches language and literature has to have foreign language materials in its library, regardless of class levels.

Upper-division and graduate curricula library support requires an understanding of the centers of publication for each discipline. Support for many sciences will include a collection almost entirely in English, whereas support of Italian language and literature will be primarily in Italian. The more advanced the class, the higher the percentage of materials needed that are published in that discipline's center.

---

[3]UNESCO, Statistical Yearbook, 1988 (Paris: UNESCO, 1988): pp. 187-92.

[4]Sarah M. Pritchard, "Foreign Acquisitions," in Collection Management: A New Treatise, edited by Charles B. Osburn and Ross Atkinson (Greenwich, Connecticut: JAI Press Inc., 1991), pp.362-363.

Research libraries are built following two approaches: 1) a general background collection for all subjects; and 2) a comprehensive collection on selective subjects and disciplines which are chosen because of regional concerns, history of the institution, and faculty interests. The library should support beginning preliminary research in all fields with the general collection and provide research material for selected areas.

Library collection development for a research library should also consider the methods and tools of research in different fields. If research in a discipline is primarily conducted in the library, greater emphasis is focused on those areas than on disciplines for which library research is primarily introductory in nature. Consequently, the History collection will be larger than the Chemistry collection and a research collection in support of Finnish History will primarily be in written in Finnish and published in Finland.

A major consideration is the amount libraries annually spend on foreign language materials. Because of accounting limitations, figures on percentage spent is not available. Sarah Pritchard through personal discussions with collection development librarians determined that the percentage for large research libraries is significant.

> Historically, 40 percent to 60 percent of the materials in major research collections have been in languages other than English. The percentage of foreign imprints is even larger, but there is little hard data on either of these figures. . .Large research libraries may spend 30 percent to 50 percent of their budget on foreign acquisitions, and some indicate that well over half of the titles added each year are acquired from abroad.[5]

Any collection that supports geographic areas beyond the introductory level will have strong collections from that area in the native languages. Any statements about language collections involve an understanding of publishing patterns as well as curricular and research needs.

---

[5]Pritchard, p. 356

CHAPTER TWO

HISTORY OF THE BRIGHAM YOUNG UNIVERSITY FOREIGN LANGUAGE COLLECTION

INTRODUCTION

The evolution of the foreign language collections at Brigham Young University has followed the order of growth of the library collection in general. As late as 1950, administrators and faculty regarded the university as little more than a "high-class junior college," due, in part, to its weak library collection. With the appointment of Ernest L. Wilkinson as University President in 1951 and his selection of Dr. Lyman Tyler as Library Director, the vision of BYU's future changed direction to become a major university with a quality research library. The establishment of graduate programs in most academic departments signaled the intent of the University administration to develop a prominent university with a solid undergraduate emphasis supplemented by distinguished graduate programs. With an increase in the number of students and degrees, the library was allocated larger budgets for the purpose of building a collection to support the curriculum.[6]

Prior to Dr. Tyler's appointment, most books were chosen for the library by the faculty with limited librarian input. Modest budgets were provided and few collections were purchased. Book donations often included a high percentage of textbook material. Dr. Tyler concentrated on building the book collection. Bibliographies were searched, want lists developed, and dealers contacted to furnish desired titles. Organizational changes followed to accommodate collection growth. A new building was finished in 1961 and the acquisitions budget significantly increased.

---

[6]Gary J. Bergera and Ronald Priddis, Brigham Young University: A House of Faith (Salt Lake City: Signature Books, 1985), 25-26. For an early study of the foreign language collection see Grant W. Turnblom, "A Comparative Study of the Use of the Foreign-Language Collection of the J. Reuben Clark Library at Brigham Young University by Faculty and Students of the French, German, Spanish and Russian Departments." Research Project, Department of Library and Information Sciences, Brigham Young University, 1969.

Organizational Changes

A notable change was the reorganization of the Acquisitions Department in 1961. At that time, A. Dean Larsen was put in charge of the newly-named Order Department. With his appointment, the methods and degree of collecting significantly changed, especially in the acquisition of foreign language materials.

Mr. Larsen focused first on the purchase of collections that included a high percentage of basic, essential books needed in the library. Collection purchases were deemed a quick method to build a library.[7] The acquisition of collections became so important that in the 1963-64 budget year, 49.8 percent of the acquisitions budget (excluding supplemental funds) went to retrospective purchases, primarily collections. This percentage decreased to only 43.5 in 1968-69.[8] Mr. Larsen was able to establish relations with prominent book dealers, in this country and Europe, who learned BYU's needs and were able to supply appropriate collections. At times, the competition was stiff from other U. S. libraries implementing similar collection programs. It was through the formation of favorable relationships with dealers that the library successfully acquired several excellent collections.

Funds for new library faculty positions increased but not adequately enough to build the type of collection envisioned by Ernest Wilkinson and Lyman Tyler. Most new positions went to the technical processing of the books and reference services. Consequently, for many years, development of the library's collection was primarily in the hands of A. Dean Larsen.[9]

Assessment of the Foreign Language Collection

Although all areas of the library were weak, the foreign language sections were unusually weak. This fact was demonstrated in several assessment studies of the library done in the 1960s. The 1966 accreditation report of the Northwest Association of Colleges and Universities pointed out that the library was weak in "business, economics, European, Asian, South American and African history." The report also identified deficiencies in all areas of language and literature. It stated that

---

[7]Order Department Report, Harold B. Lee Library, Brigham Young University, September 1, 1961 to August 31, 1962.

[8]"Collection Analysis Project Final Report," Provo: Harold B. Lee Library, 1979, p.27-28

[9]Richard Hacken, "The Germanic Studies Collection at Brigham Young University," in Western European Studies: Current Research Trends and Library Resources, edited by E. Sartori, et al. (Chicago: Association of College and Research Libraries, 1990), 104.

the budget for non-English language books was so low that the library could not keep up with the acquisition of current imprints, let alone begin to fill gaps:

> Language department library holdings are presently filled with collections of major figures all in English translation--scarcely of a nature to permit serious graduate research in language.[10]

In Robert Downs' 1969 evaluation of the library, he identified weaknesses by examining the attitude of the faculty towards the collection. Paramount in the minds of the faculty in many disciplines were deficiencies in the area of foreign languages. Anthropology noted a lack of periodicals, especially from Mexico. Chemistry wanted more foreign treatises on their subject. In Asian languages, the "library has no collections of poetry, drama, or fiction of the major Chinese writers, needed for course work." Geology also noted a need for foreign literature. The German Department concluded that the "library is inadequate in critical works on German writers, and there is even less material on minor authors." The Spanish Department found the library inadequate in all areas. Downs recommended that library specialists be appointed to work strictly on collection development.[11]

Changes in Acquisition Procedures

In order to focus on eliminating deficiencies in the selection and acquisition of foreign language materials, several changes were introduced in acquisition procedures. In 1957, serials acquisition was handled entirely by Faxon, but in that year several dealers were asked to supply materials from foreign countries. That change was made "because of Faxon's less-than-satisfactory service on form subscription, and also because of a foreseen rapid expansion of foreign subscriptions in the near future." Dealers with experience in different parts of the world were chosen: Stechert-Hafner for Latin America, Harrassowitz for Germany, and Swets and Zeilinger for the rest of the world.[12]

---

[10]"Faculty Library Committee Appraisal and Recommendations Concerning the Northwest Association Accreditation Report, April 26-29, 1966, the Library Section." found in the J. Reuben Clark, Jr. Library, Brigham Young University, Annual Report, 1966-67, Appendix B2, p. 2 and 5.

[11]Robert B. Downs, "A Survey of the Library of Brigham Young University," Provo: Brigham Young University, 1969, p. 117, 120-121, 140.

[12]Serials Acquisition Department Annual Report from June 1957 through May 1958, Harold B. Lee Library, Brigham Young University, p. 2.

The first approval agreement for the purchase of monographs was established in 1969. Foreign dealers contracted with at that time were Otto Harrassowitz for German books and Victor Kamkin for Russian books.[13] Additional programs were established in 1971, and by 1974 approval programs existed for 1) German, Austria and Switzerland, 2) France, 3) The Netherlands and the Low Countries, and 4) Brazil.[14] Additional Latin American programs were initiated in 1977.[15] Over time, these programs proved essential for maintaining the collection in support of programs at the University.

COLLECTIONS

The purchase of book collections, however, was the primary method used to develop the library, especially in the area of foreign languages. In the beginning, collections purchased focused on weaknesses of the library. With time the focus changed to strengthening research collections. During 1966-67, for example, sixteen collections were purchased that included over 10,000 items. Among the items purchased were 1) a French theater collection of over 1,700 items, rich in 18th and 19th century plays; 2) a collection of over 2,100 items on National Socialism in Germany, 1930-45; 3) 275 European 15th and 16th century items, one of which included a leaf from the Gutenberg Bible; 4) the Joseph Werline collection on Mexico; and 5) a collection on Judaica entirely in French and German. In the words of Mr. Larsen,

> We have made a concerted effort to strengthen our holdings in European history. We have also acquired with Jackling funds, a rich 18th century collection of Catholic theology and have added to our holdings of Reformation materials, including approximately 50 original tracts of Luther and his contemporaries.[16]

As evidenced by the descriptions of the collections purchased, there was an emphasis on purchasing research items and rare materials. Rare items became part of the

---

[13]Acquisition Department Report, September 1, 1968-August 31, 1969, Harold B. Lee Library, Brigham Young University, p. 1.

[14]Acquisitions Department Report, September 1, 1973-August 31, 1974, Harold B. Lee Library, Brigham Young University, p. 2.

[15]Annual Report, Harold B. Lee Library, Brigham Young University, September 1, 1976-August 31, 1977, p. 7.

[16]Order Department Report, September 1, 1966-August 31, 1967, Harold B. Lee Library, Brigham Young University, pp. 3-4.

Special Collections Department. BYU soon acquired a national and even an international reputation for its collection purchasing and rare book acquisitions.

Questions frequently raised during this period included, Why was the library building a research collection with an eminent rare book component when acquisitions in support for the curriculum were not at the same level? Could the amount of money spent on research collections have been better used to strengthen the library through the purchase of individual items? Robert Downs, in his evaluation of the library in 1969, examined these questions.

> A prime method used by the BYU library to achieve rapid growth and to build substantial resources without delay has been to buy collections rather than individual titles... The collections usually deal with special subjects. There are pros and cons to the practice. Some faculty members object to it on the grounds that it is a "shotgun" rather than a "rifle" method and brings too much irrelevant material into the library.

Downs acknowledged the value of collection purchasing when the library was small, but felt that the size of the library was such that the practice should be scaled down considerably. He suggested that collection purchasing follow strict guidelines that he outlined.[17]

Selection Personnel

Downs also recognized that a significant factor in the building of the Harold B. Lee Library was that of limited manpower allocation. The selection and acquisition of individual items is a time consuming and difficult process that requires significant effort and often involves acquisition trips by area specialists. It wasn't until 1980 that positions specifically for collection development were established. They were essentially eliminated four years later.

In terms of personnel for the acquisition of foreign language materials in the Harold B. Lee Library, development was slow. Although there were certain acquisition activities by subject librarians, A. Dean Larsen made many acquisition decisions until the mid 1970s. The Special Collections librarian was involved in selection, but only for items in his collection. In 1971, Gary Gillum was named half-time Foreign Language bibliographer with responsibility for selection in French, German, Dutch, Russian, and some Hebrew materials. At about this time, Anthony Ferguson and Mark L. Grover were given some responsibility for Asian and Latin American

---

[17] Downs, op cit. p. 113

acquisitions, respectively, although both had assignments that were not foreign language related.

In 1977, the Annual Report of the library described the need to increase foreign language competency in the library:

> A serious need for library bibliographers with specialized language training has become evident in recent years. What needs to be done on a constant, full-time basis by intelligent linguistically-trained professionals has generally been done by part-time student employees on the irregular basis. If a faculty member complains that we need more books by a certain Russian novelist, we send a Russian-speaking student, who may be a physics major, to the card catalogue to see what we have: and if a science librarian would like to analyze a new series in a language they do not read, there is still another problem. There comes a stage in the development of the library when it will no longer do to depend on reviews and on a quick evaluation by a returned missionary speaking the needed language.[18]

A major change in policy towards foreign language acquisition occurred in 1980 as a result of the Collection Analysis Project (CAP) conducted between 1978-80. In this important evaluation of collection patterns and organization, the following observation was made:

> The selectors, although well-trained in many ways, do indeed lack some needed skills. When selectors were hired, foreign language competencies were evidently not considered a significant qualification. Consequently, most now lack these needed competencies.[19]

As a result, the following recommendation was included in the final report:

> To increase the effectiveness of the foreign language acquisitions program, the assistant director for collection development should use area studies language bibliographers for Asia, Europe, and Latin America, and for other areas when appropriate.[20]

---

[18]Annual Report, 1977-78, Harold B. Lee Library, Brigham Young University, p 34.

[19]"Collection Analysis Project, Final Report". Provo, Utah: Brigham Young University, 1979, p. 98

[20]ibid., p. 14

COLLECTION DEVELOPMENT DIVISION

The recommendation for subject selectors with foreign-language competence was implemented with the organization of the Collection Development Division in 1980. The Division was headed by A. Dean Larsen with Anthony Ferguson as Assistant Director for Collection Development. In 1980 two bibliographer positions were funded, European and Latin American, and filled in 1981 by Richard Hacken and Mark L. Grover. Gary Gillum was transferred from Information Services to become the Humanities and Ancient Studies Bibliographer.[21] Gail Oman was named Asian Bibliographer in 1982.[22] In 1983 Russ Clement was assigned Oceania collection responsibility and Dale Swensen, Slavic.[23]

The organization of the Collection Development Division brought to the surface an issue that had been conspicuous in the library for several years: just how much foreign language material should be purchased? That issue was addressed in the Collection Analysis Project report. The CAP report stated:

> As the collection has grown and more language and literature studies have been added to the curriculum, the number of foreign language publications purchased has also increased. Adequate holdings to support literature programs, especially where advanced degrees are offered, have never been questioned. However, there is a need for greater discrimination in the allocation of funds for foreign language materials in languages where a minimal facility is expected from students or where no formal training is offered. It is also questionable whether the purchasing of foreign language publications in all subjects of a country (i.e., social problems, politics, sciences, etc.) is needed to support this university's curriculum and research needs. Increasing prices for these publications and rising costs resulting from the devaluation of the American dollar in the foreign market make it doubly important to be judicious in allocating funds for the purchase of these materials."[24]

This reference underscores an important, long-standing philosophical disagreement over the amount that should be spent on foreign language materials. There has

---

[21]Annual Report, 1980-81, Harold B. Lee Library, Brigham Young University, p. 4.

[22]Annual Report, Sept 1, 1982-August 31, 1983, Collection Development Division, Harold B. Lee Library, Brigham Young University, p. 2.

[23]ibid., September 1, 1984-August 31, 1985, p.15.

[24]"Collection Analysis Project, Final Report," p. 117-18.

always been more concern and apprehension over foreign language materials than over similar research materials in English. The disagreement is partially the result of several factors in the makeup of the library staff. First, a low percentage of the librarians hired have knowledge of a foreign language or experience outside of the United States. Consequently, they often exhibit a built-in antagonism toward foreign language materials. This lack of experience and of positive feelings towards foreign languages is occasionally expressed by certain administrators.

Second, a higher percentage of foreign language materials in general are in paperback or have a lower quality of binding than similar English language materials. Consequently, if the librarian can't read the item and it doesn't look as attractive as English language materials, the librarian may have little sympathy for the materials. Whether vocalized or not, the perception is that the library does not really need these materials. This is particularly a problem with older materials that came to the library as part of large collections.[25]

Third, the tradition of purchasing large collections of research materials has resulted in less usage of those materials than would have occurred with more current title-by-title materials. Although the usage of research materials by trained scholars is about the same regardless of language, the high percentage of older foreign language materials in collections affects librarians' perceptions. Fourth, the amount of money used for the purchase of collections decreases the amount of money available to other areas. Fifth, the weakness of the U.S. dollar abroad has increased the amount of money allocated to European books in comparison to American books.

Difficulties came to a head in the mid 1980s with the Graduate Council's review of the library. Because of conflicts and jealousies between Information Services and Collection Development, the recommendation of the council was to incorporate the two divisions into one division. The Council also recommended more emphasis by professional librarians on the identification and access of books and other library materials and a decreased emphasis on reference. Highly trained para-professionals were to assume more responsibility for the reference desks. Richard Hacken and Russ Clement were transferred to Humanities Reference, Mark Grover and Gary Gillum were transferred to History and Religion Reference, and Gail Oman King's Asian collection became a separate department. Within a year of the realignment, the strong influence of reference-oriented personnel in the Division initiated a change in the Graduate Council's intention and a weakening of collection development activities

---

[25] For example, of the 16,000 volumes in the Saint Michaels Abbey, Fornborough collection purchased in 1977 a full 1/4 of the collection consisted of incomplete sets or of items badly deteriorated to the point they could not be added to the collection without significant conservation work. Annual Report, Harold B. Lee Library, Brigham Young University Library, September 1, 1977 to August 31, 1978, p. 16.

in favor of administrative duties and reference. They felt that subject reference activity suffered without professional librarians at reference desks. Many felt that the council's recommendations were too extreme. Consequently, collection development-related activities of the foreign language bibliographers have significantly decreased because of increased administrative, reference, and bibliographic instruction responsibilities. Three of the four faculty who were in the Collection Development Division, for example, are presently Department Heads.[26]

Comparison to another research library is instructive. The Indiana University Library began a growth project at about the same time as Brigham Young University. Indiana, however, established nine bibliographer positions in all major subject areas, whose primary responsibility was to build the collection. I.U. bibliographers developed extensive want lists in respective areas and worked directly with publishers, dealers, and bookstores to obtain needed items. They supplemented budgeted funds with government grants. The Latin American bibliographer, for example, took several trips to Latin America and bought numerous small collections to strengthen the library. She had an extensive knowledge of Latin America and which books to purchase. She developed contacts with book dealers who provided individual titles. She established several approval programs that brought current items into the library on a monthly basis. Within ten years the Indiana University Library built a very strong general collection that supported both the curricular and research needs of the undergraduate and graduate programs and faculty. It was accomplished by several bibliographers who had administrative support and vision and had time, expertise, and money to build the collection. Interestingly, the number of reference or public service faculty did not increase significantly during Indiana's period of growth. They did not establish separate reference desks, but maintained only one general reference area.[27]

THE PRESENT

A recent important occurrence was the organization of the Foreign Studies Discussion Group in 1991. The committee was formed in part to combat the negative feelings towards foreign language materials by compiling statistical and historical information concerning the foreign language collections. The result has been a two year assessment of the foreign language collections (called for by the CAP project in 1980).

---

[26]Cumulative Annual Report, Harold B. Lee Library, Brigham Young University, September 1, 1984-August 31, 1988, p. 2.

[27]Personal conversations with Emma Simmonsen and Glen Read, bibliographers at Indiana University.

A second and more important purpose of the group was to bring together personnel from Collection Development and Cataloging to discuss issues of common interest to the library in general. It has been in those activities that the group's greatest influence may occur. Acquisition and cataloging procedures have been changed and new activities begun. Organizational adjustments have been contemplated and job assignments altered to better fit the needs of the library and the attributes of the staff. Communication has increased as librarians explore new ways to share responsibilities and achieve common goals. Many changes could be prototypes for library-wide changes.

CHAPTER THREE

UNIVERSITY FOREIGN LANGUAGE PROGRAMS

INTRODUCTION

Brigham Young University is primarily an undergraduate institution with the principal purpose of providing students with an undergraduate education for graduate school or the job market. A university of this type would not generally support strong area studies and language departments when compared to graduate research universities with extensive foreign-related programs and a multi-million volume research library. BYU, however, has unique factors that logically result in a foreign language program exceeding those of similar institutions.

Brigham Young University's size (28,000) requires a large faculty. The university administration has determined that this faculty will both teach and have a substantial research component. Faculty members are required to conduct research and publish at almost the same level as faculty at major research universities. As a result, BYU has primarily an undergraduate student body taught by graduate assistants and a research faculty. This paradox, trying to support both the varied curricula and research needs of the faculty and students, creates tension and frustration within the faculty itself and in the university at large. Consequently, the BYU faculty require a quasi-research library even though most of the curriculum and classroom experiences are at the undergraduate level.

THE STUDENT BODY

A factor directly related to foreign languages and area studies is the school's unique student body. The L.D.S. missionary program produces a student body with an atypically high competence in foreign languages. Many students have spent two years living in a foreign country. It is estimated that sixty percent of the student body have lived in a foreign country.[28]

---

[28]"The State of Many Tongues," Time, April 13, 1992, p. 51.

This strength has gained national attention. U.S. News & World Report observed that, "The country's highest density of foreign-language skills is not in Cambridge or Berkeley, but in Provo, Utah, on the BYU Campus." Time Magazine recently noted, "Per capita, Utah is the most linguistically diverse region of the U.S."[29]

One consequence is that there is considerable interest by returned missionaries in courses related to foreign languages and geographic regions. The primary attraction is to the language classes which allow returned missionaries extra credit for language expertise. Interest goes far beyond language study. The university has large numbers of majors in area studies programs: Asian Studies (81); Middle Eastern Studies (68); and even larger numbers in the language departments: Spanish (689); German (100); Russian (80); French and Italian (165). Classes with international emphases in political science, history, sociology, and anthropology are filled with returned L.D.S. missionaries.[30]

University programs have developed in response to the high number of language students. Darral G. Clarke, director of BYU's graduate business program, recently indicated, "We find that 85 percent of our students are bilingual to a degree that most other schools only dream about." As a result, the business school has created study groups on the basis of foreign language and area studies and encourages research in those areas.[31]

Frustration over the inability of BYU to develop adequately in these areas was recently expressed by Todd A. Britsch, Academic Vice President, in the 1992 Annual University Conference:

> I wish that we would think of effective ways to stress international matters at our institution. Certainly some of our richest intellectual resources are the foreign-language ability and international experiences of our students. While some programs have moved to take advantage of this treasure, many have not. As Cheryl Brown has put it, we've been content to harvest the timber above a rich gold mine.[32]

---

[29]U. S. News & World Report. May 2, 1988, p. 67., "The State of Many Tongues," p. 51.

[30]These figures were provided by campus departments.

[31]Kenneth S. Rogerson, "Liberal Arts Gain Stature in the World of Business." Deseret News August 7, 1992, p. B5.

[32]Todd A. Britsch, "Building Upon Strong Foundations," Addresses Delivered at the 1992 Annual University Conference, Brigham Young University, August 24-25, 1992, (Provo: Brigham Young University, 1992): p. 29.

The potential use of foreign language materials in the library is significant. Most returned missionaries are able to read foreign language materials with relative ease. In some ways, upper-division undergraduate education at BYU is comparable to graduate research at other universities in the use of foreign language materials. The effect of returned missionaries on BYU's curriculum and library use is significant.

Foreign Students

Another element is the number of foreign students on campus. At present (1992) 1,923 foreign students from 93 countries are on campus. This represents seven percent of the student body, twice the national average. Although their presence may not significantly affect the use of foreign language material, certain types of materials (e.g., newspapers and news magazines) receive notable use because of their presence.

University Support of Programs

The Board of Trustees, administration, and faculty, due to the above-mentioned factors, are committed to the study of countries and foreign languages. Notice this comment made by L.D.S. President Spencer W. Kimball in October, 1975, in his "Second Century Address":

> One peak of educational excellence that is highly relevant to the needs of the Church is the realm of language. BYU should become the acknowledged language capital of the world in terms of our academic competency, and through the marvelous laboratory that sends young men and women forth to service.[33]

In a faculty workshop the same year, Apostle Mark E. Petersen of the Board of Trustees said the following:

> We need geography, history, language and culture; we need it all, don't we, in order to do a good job. That certainly would include languages and understanding of various cultures--in other words, sufficient background to permit us to do an intelligent job as we take the gospel abroad . . . the gospel is to go to every nation, kindred, tongue and people. Who is taking it abroad so extensively? We are.[34]

---

[33]Spencer W. Kimball, "Second Century Address" Brigham Young University, October 10, 1975.

[34]Mark E. Peterson, Brigham Young University, August, 1977.

The most significant administrative statement in support of area studies and foreign language study and research was from BYU President Jeffrey Holland at the inauguration of the David M. Kennedy Center for International Studies. The quote is lengthy but important for an appreciation of the level of commitment the university has to the study of foreign languages and cultures.

> When I first arrived on campus as a new president three and one-half years ago, I declared publicly that we couldn't do everything here, but that which we chose to do we intended to do superbly well. Because of natural strength and unique needs, we have chosen to make international activity and expertise one of our pinnacles of excellence. Perhaps no other university in the world has on its campus the undergraduate, graduate, and faculty experience in the international arena that BYU has. In the development of the David M. Kennedy Center, it is imperative that we capitalize on the now tens of thousands who do now and will yet spend long periods engaged in direct interaction with people in all accessible nations of the world through the far-flung missionary program of The Church of Jesus Christ of Latter-day Saints.
>
> We would miss one of the unique and most readily available natural strengths of this campus if we did not build upon this breadth of experience. Upon the foundation of genuine love for peoples with whom both students and faculty have lived and labored and spoken in their languages, we must now build a university super-structure in which we better understand the history, culture, and institutions of these people and by which BYU will move into the forefront of the world as an informed facilitator of international understanding, communication, and peace.[35]

LANGUAGE STUDY

The study of foreign languages and literatures is a large and important element of the campus curriculum. Five language departments currently teach thirty different foreign languages. The following statistics indicate the number of teaching faculty and majors in each department in 1992:

---

[35]Jeffrey R. Holland, "The Mission of the David M. Kennedy Center for International Studies," in Inauguration, David M. Kennedy Center for International Studies: Addresses, Tributes, and Citations (Provo, Utah: David M. Kennedy Center for International Studies, Brigham Young University, 1984), p. 12.

Language Departments	Faculty	Majors
Asian and Near Eastern	16	200
French and Italian	11	165
Germanic and Slavic	18	180
Spanish and Portuguese	26	689

David M. Kennedy Center for International Studies

The University has centralized most of its foreign and area studies under the administration of the David M. Kennedy Center for International Studies. Although the Center does not fully function as designed, it is the voice of the university for international curriculum and research. The Center has faculty and administrators who operate in four areas: 1) undergraduate studies, 2) graduate studies, 3) research, and 4) publications.

Undergraduate Studies

The Kennedy Center offers seven different area studies undergraduate programs administered by chairs and advisory committees selected from departments on campus. Eight minors are offered, with African Studies forming the additional minor. Table 1 indicates majors for the different areas in 1992.

TABLE 1
AREAS STUDIES MAJORS

Area	Faculty	Majors
American Studies	104	88
Asian Studies	22	81
Canadian Studies	11	2
European Studies	74	39
International Relations	43	603
Latin American Studies	31	38
Near Eastern Studies	11	68
Total	296	919

Graduate Studies and Research

The Center offers a Masters in International Studies with an emphasis in one of the seven different area studies programs. It also offers a Masters degree in International Development. Fifteen students are accepted into the program each year and the

entrance competition is very intense. Almost all graduates pursue Ph.D. or Law programs. These students are heavy library users and require assistance from subject specialists in geographic areas.

The Kennedy Center offers eight fellowships to faculty and visitors to work on research projects dealing with international topics. Most fellows have had their research published and have required significant assistance from librarians in obtaining desired materials.

Study Abroad

The university sponsors fourteen study abroad programs in Austria, Israel, Great Britain, Spain, Mexico, Brazil, Chile, France, Italy, Canada, South Africa, China, Korea, and Japan. Over one-quarter of all students participate in a study abroad program during their stay at the university. Although the library provides minimal support to these programs (there are small libraries in Israel, England and Austria), students return and often do research in the language of the geographical area visited.

Many students in various departments are also involved in a variety of internships in foreign countries, in groups or alone. The Marriott School of Management is active in sponsoring and supporting foreign internships.

Ezra Taft Benson Institute

The Ezra Taft Benson Institute develops and sponsors agricultural development programs throughout the Third World. Its programs have been carried to the Middle East, Africa, and Asia, but the focus of their efforts has been Latin America. At the present time, there are several projects scattered throughout the region. The impact for the library is that many graduate students in the agricultural sciences work with the Institute in Latin America and then use their research and experience as a springboard for a thesis or dissertation. Faculty from several departments on campus also participate in the projects. There is a significant need by faculty and students to do research in the culture and agriculture of the areas. Because of the library's inability and unwillingness to fulfill their library needs adequately in the area of agriculture, they are building their own collection of agricultural publications. They still rely on the library for cultural studies.

FACULTY

Over ninety-five percent of the faculty have traveled or lived abroad. Forty percent served missions that required use of a foreign language. Over one hundred faculty per year travel to foreign countries to give lectures or present papers. Many participate in Fulbright grants that take them all over the world. In a recent survey by the Kennedy Center, it was determined that the faculty have at least a reading knowledge of fifty-four different languages. The largest number knew Spanish, with German and French second and third. Among the group were unusual languages such as Cakchiques, Cuna, Farsi, and Fijian. This degree of international experience and language competence among the faculty are unusual among comparable universities.[36]

An indication of the university's reputation for area and foreign language studies is the presence of the headquarters and executive offices for the International Studies Association (ISA), which has more than 2,500 members in fifty-eight countries. ISA is a multi-disciplinary professional society devoted to international and national issues of all types. The Association is housed in the Kennedy Center.

UNIVERSITY-WIDE CURRICULA

In a statistical attempt to determine the university curricula focusing on foreign language areas, class enrollments for the school year 1989-90 were examined. Table 2 indicates the number of students enrolled in foreign language and area studies classes. The chart is arranged by department, showing the number of classes offered that focus on a foreign language region and the total number enrolled in those classes during the two semesters and two terms of the 1989-90 school year. (The language and literature classes were not listed by department but by language.)

Also included was a determination of potential library use. The classes were divided according to the level of library activity required in the class; required, likely, and potential. The "required" group tabulated upper-division language and graduate classes in which all students were required to use foreign language materials in the library. The "likely" group indexed those in which library work was required, but not necessarily with foreign language materials. These classes would be upper-division political science or history classes. The third area represented language or lower-division classes where foreign language materials were not required.

---

[36]The World is Our Campus (Provo, Utah: The David M. Kennedy Center for International Studies, Brigham Young University, 1984), p. 3.

TABLE 2
FOREIGN LANGUAGE ENROLLMENT, 1989-90

Department	Foreign Language Use				Total # of Students
	Required	Likely	Potential	Total # of Classes	
Accounting	0	0	2	2	29
Afrikaans	0	3	1	4	10
Anthropology	5	3	4	12	367
Arabic	12	9	4	26	40
Art	0	0	22	22	194
Asian Studies	4	0	0	4	29
Austronesian	0	0	4	4	0
Business Management	0	0	3	3	318
Business Administration	0	0	3	3	66
Cantonese	0	3	2	5	7
Chinese (Mandarin)	16	6	4	26	664
Classical Civilization	2	2	10	14	826
Classics	37	4	9	50	312
Communications	0	0	1	1	0
Comparative Literature	0	0	1	1	13
Danish	1	3	0	4	7
Dutch	1	3	1	5	33
Economics	0	0	8	8	19
English	0	0	1	1	18
European Studies	1	0	0	1	0
Finnish	1	3	2	6	7
French	24	4	4	32	2902

Department	Foreign Language Use				Total # of Students
	Required	Likely	Potential	Total # of Classes	
Geography	0	5	1	6	257
German	30	5	1	36	3190
Health Sciences	0	0	1	1	0
Hebrew	8	3	4	15	253
Hindi	0	0	2	2	0
History	3	52	1	56	1070
Humanities	0	0	4	4	296
Hungarian	0	0	2	2	0
Icelandic	0	0	5	5	0
International Relations	11	0	0	11	533
Italian	17	5	2	24	526
Japanese	16	3	4	23	1560
Korean	19	5	3	27	483
Latin American Studies	3	0	0	3	4
Law	0	0	2	2	31
Linguistics	0	5	2	7	15
Managerial Economics	0	0	1	1	0
Modern Greek	0	3	1	4	0
Near Eastern Studies	6	3	0	9	88
Near Eastern Languages and Literature	4	1	0	5	16
Indian Languages	0	3	1	4	0
Norwegian	0	3	1	4	25
Organizational Behavior	0	0	1	1	13

Department	Foreign Language Use				Total # of Students
	Required	Likely	Potential	Total # of Classes	
Polish	0	3	3	6	24
Political Science	0	2	15	17	559
Portuguese	31	6	3	40	694
Public Management	0	0	1	1	0
Religion	11	4	3	18	1781
Russian	12	7	6	25	941
Scandinavian Studies	11	0	0	11	147
Serbo-Croatian	0	0	5	5	75
Spanish	62	4	8	74	7464
Swedish	1	3	1	5	45
Thai	0	2	4	6	20
Theater and Film	0	0	1	1	0
Turkish	0	2	1	3	0
Vietnamese	0	3	2	5	0
Welsh	0	1	2	3	0
TOTAL	**348**	**176**	**256**	**780**	**25,971**

Results show the following: sixty different departments and language areas offered 780 courses on foreign language areas with 25,971 total students enrolled. It is important to keep in mind that a given student could have been counted more than once when enrolled in more than one class. Of the 780 classes, 348, or almost half, required foreign language use of foreign language library materials; 176, likely use; and 256, only potential usage. Spanish offered the largest number of classes and students, 7,464 students, as compared to German with 3,190 and French with 2,902. Of the other languages, Japanese had 1,560; Russian 941; Portuguese 694; and Chinese, 664. Of the non-language and literature departments, History had the largest enrollments with 1,070; Political Science, 559; and International and Area Studies, 533. Several other foreign language classes were listed but not taught during the year.

These figures reflect the breadth and depth of the curriculum dealing with foreign languages, countries, and regions. The potential for library use is correspondingly great.

CHAPTER FOUR

THE LIBRARY

COLLECTION DEVELOPMENT POLICY STATEMENTS

Introduction

The library has Collection Development Policy Statements that describe collecting levels and indicate the degree of library support for specific subjects. Statements are arranged by discipline according to university departments and library selectors. Each statement contains a description of the university clientele, a list of collection modifiers, and a classed analysis that indicates collecting depth for specific classification numbers.

To ascertain the foreign language collecting levels of the library, each of the 126 policy statements was examined and the foreign language components were extracted. Isolating the language segments helps determine the collecting level of foreign materials for the library in general. The study discovered irregularities and differences between what is described in the statements and what actually occurs in the library.

Two sections within the policy statements indicate foreign language collecting. The modifiers section indicates specific languages that are acquired and identified one of three collecting levels for foreign languages: collected extensively, selectively, or excluded. For example, in Agricultural Economics, the library collects English language materials extensively and Spanish selectively. Materials in other languages are excluded.

The second area where language level is indicated is in the classed analysis. For each classification number, a number/letter combination is assigned that establishes both the level and languages collected. The numbers are as follows: 0--out of scope of the collection, 1--minimal collection, 2--basic information collection, 3--instructional support, 4--research, and 5--comprehensive. These numbers are combined with one of four language coverage codes: E--English language with little or no foreign-language materials; F--English language with selected foreign language materials; W-

-wide selection of foreign language materials in all applicable languages; and Y--materials in primarily one foreign language.

An understanding of how and where information about a country is published is necessary to comprehend how the classed analysis should function. If the library had a 3F level in a discipline such as Mathematics, the collection would consist of primarily English language materials with selected German, Russian, and French publications. Since most books published in Mathematics are in English, the amount of foreign language materials is minimal.

A 3F collection on the history of Germany, however, would have a much greater percentage of foreign language materials because of the way in which publication for the discipline occurs. Most monographs, secondary works, journals, and reference tools on German history are published in German. If the library collected only English-language publications on German history, a strange and uneven collection of reference works and monographs would result.

A 4F-level collection of French History will primarily consist of French language materials whereas a 4F collection in Mathematics will be primarily in English with a small percentage of foreign language materials. Research level foreign language materials in any language are selectively acquired.

BYU Policy Statements

Evaluation of library collection development policy statements was divided into three general subjects: science; social science; and humanities and area studies.

No area in science has a significant collecting level for foreign language materials. The agricultural sciences collect items in Spanish in support of the Ezra Taft Benson Institute activities in Latin America, but this collection is small and does not adequately support the Institute's programs. There are several disciplines that claim to be collecting at a 4F level but, as mentioned above for Mathematics, existing collections are almost exclusively in English. Those areas are Chemistry, Geology, Mathematics, Physics, and Astronomy. Few of the approval companies from foreign countries send "hard" science materials to the library with the exception of Harrasowitz in Germany. The library does, however, have some foreign language periodicals from several areas of the world, primarily due to exchange agreements with institutes and university departments. Monographs are only occasionally part of exchange agreements.

In the social sciences a significant discrepancy exists between the policy statements of the disciplines and those of area studies. Most discipline policy statements indicate that the library acquires books in English with only limited acquisition in foreign

languages. The library does purchase significant amounts of foreign language materials in specific disciplines, however, if they deal with a certain geographic region. For example, the library acquires books on the economics of France through the approval program, even though the discipline policy statement for economics claims limited foreign acquisitions. There is often a difference of opinion between the area studies and discipline librarians about what should be collected within a discipline for a given geographic region.

As with the sciences, there are several areas in the social sciences that claim to collect at a 4F level. These include education, family sciences, political science, psychology, and sociology. Collections of foreign language materials in these areas are closer to a 3 or even a 2.

In the humanities there seem to be fewer discrepancies between the collecting levels claimed and what is actually occurring. Most areas of the humanities have a 3F level collection. Exceptions are ancient religion, selected religious topics, pre-Columbian America, Bolivia, Renaissance and Reformation, music, and selected regions or topics. Bolivia is collected at a 4F because of an agreement with RLG.

The Selection, Order, and Cataloging Processes

Collection Development Division

Organization

Most collection development budget categories in the library are designed to mirror the campus departments. Foreign language materials are purchased for two separate groups. The first is for the language and literature disciplines in language departments on campus. All faculty members and curricula are in that specific department. The second group consists of budgets for library materials in the humanities and social sciences about the specific geographical regions. These groups have been classified as "area studies" by the university. Faculty and curricula are scattered throughout campus.

The second area has distinct problems and challenges. The reason for grouping them together under an area studies bibliographer or selector is because librarians with discipline expertise generally do not have the language or geographical area proficiency to make collection development decisions on language materials. Consequently, acquisition decisions for items in the humanities and social sciences associated with a geographical region are usually made by an area studies librarian.

The area studies librarian is challenged to become proficient in all social science and humanities subjects in the area in order to make competent acquisition decisions. Although the subject librarian still maintains responsibility for the subject (political science, sociology, etc.), they are often unaware of the region's unique elements and the amount and types of research in the area by students and faculty. There is a notable usage pattern of materials in certain cultural and societal aspects of foreign countries by students and faculty from different disciplines. The area studies librarian is often aware of the usage because of regular contacts with students and faculty across discipline lines that subject librarians do not have.

The unusual nature of area studies makes faculty liaison activities problematic. Faculty members do not belong to the same department and seldom meet. They are loosely held together by Area Studies Coordinators in the David Kennedy Center for International Studies. However, most contact between faculty is on an informal basis. There are, to use one example, thirty-four faculty on campus who teach classes about Latin America. In addition, other faculty are involved in research on the region who do not teach in the area. The following is a breakdown of Latin American area studies faculty by department: Anthropology-5, Communications-1, French-1, Geography-1, History-3, Humanities-1, Linguistics-2, Organizational Behavior-1, Political Science-2, Religion-1, Sociology-1, and Spanish-15. The Latin American Studies Bibliographer maintains regular contact with all faculty, providing research assistance and bibliographic instruction for their classes and reference assistance to students. A dual-librarian track therefore develops. Faculty maintain contact not only with the subject librarian in their discipline, but also with the Latin American Studies Bibliographer. The job of an area studies specialist is complicated because of these types of arrangements, each of which is unique and individual according to the area studies program.

A further advantage to assigning area studies specialists has to do with the nature of the acquisition process and the book trade in foreign countries. The number of dealers with whom the library works, and the unique nature of working with a variety of jobbers and publishers, requires additional expertise to accomplish library goals.

The nature of the job responsibility for the foreign language selector requires professional involvement in the discipline area, in area studies, and in librarianship in general. It requires regular attendance at national meetings and participation in national and international organizations. Research activity in the area is necessary to maintain knowledge and expertise of the book trade and to perform adequately.

Library Faculty

Library faculty involved in the selection and acquisition of foreign-language materials are diverse because of the unique needs of the foreign language curricula. For the major language groups, the library has four subject selectors with primary language

and geographical responsibilities: Richard Hacken for German and Scandinavian languages and literature and area studies-Germanic; Russ Clement for French and Italian languages and literature and area studies-French and Italian; Mark Grover for Spanish and Portuguese languages and literature, area studies-Latin America, and area studies-Spain and Portugal; and Gail King for Asian languages and literature and area studies-Asian.

Languages with lower collecting levels are covered by librarians whose primary job responsibilities lie in other areas: Dale Swensen for Slavic languages and literature and area studies-Slavic; Gary Gillum for Classical languages; and Connie Lamb for Near Eastern languages and literature and area studies-Near East.

Minor languages for which there are only occasional purchases are administered by librarians with geographic responsibility for the region. In two geographic regions, Oceania (Russ Clement) and Africa (Mark L. Grover), the number of foreign languages items purchased is minimal. Assistance in selection is occasionally solicited from others in the library with expertise in either language or discipline.

The following is the educational background of the selectors. For the major language areas, three selectors have a Ph.D. and one has an M.A.: Richard Hacken, Ph.D in German Literature, University of California, Davis; Mark Grover, Ph.D. in Latin American and African History, Indiana University; Gail King, Ph.D. in Chinese Literature, University of Chicago; and Russ Clement, M.A. in Humanities and Comparative Literature, Brigham Young University.

The subject educational background for the rest of the group is strong: Connie Lamb, M.A. in Near Eastern Studies, Brigham Young University; Gary Gillum, B.A. in Theology and Music, Concordia Senior College; and Dale Swensen, B.A. in Russian, University of Utah.

All but one of the selectors have M.L.I.S. degrees and six of the seven had library work experience outside of the language or geographical area before accepting their current position. The educational level of this group is distinguished in the library when one realizes that of the total seventy-four full-time faculty, ten have a Ph.D. (five in Archives) and twenty-two a second Master's degree.

The professional activities of the seven librarians involved in foreign language selection is unusual as well. Six of the seven have published books directly related to their discipline. Five of the seven have had major bibliographies published by national presses. Five have had articles published in research areas outside of librarianship as well as articles on librarianship in their discipline. Five of the seven have published articles on general aspects of librarianship that have nothing to do with their area emphasis. Four of the seven regularly attend national meetings of

organizations dealing with their discipline and three have held offices in those organizations.

Acquisition Department

Processing

Books are acquired by various methods. The first is through approval programs. The library has approval order agreements with ten companies for foreign language materials. These companies automatically supply books to the library according to pre-established profiles. Books are received in German and Scandinavian languages from Harrassowitz; Dutch from Nedbook: French from Jean Touzot; and Spanish and Portuguese from eight dealers: Mexico--Mexican Academic Clearing House (MACH), Central America--Libros Centroamericanos, Peru--Ituriaga, Brazil--Atlantis Livros, Uruguay--Libraria Risso, Argentina--Nicolas Rossi, Spain--Puvil, and Bolivia, Venezuela, Colombia and Ecuador--Editorial Inca. Shipments of the new books are reviewed by subject selectors who have the option of returning titles that do not fit the library's profile.[37]

All approval vendors provide notification slips and lists of books not sent on approval which are checked by the subject selector to determine desirable items not received that fit our profile. The number of slips are sizable, particularly from Harrassowitz. The German publishing industry is large and its publications cover all areas of interest and research. Some slips and lists are forwarded to faculty or other librarians for acquisition recommendations. If items are purchased, the cost is deducted from the discipline and not the approval budgets.

The library has a modified approval program for the acquisition of Russian materials with Victor Kamkin. Although procedures are being adjusted due to recent political changes, the system has worked as follows: The area selector received a list of books published or scheduled to be published in the near future. Selections are noted and

---

[37]The acquisition of Spanish books is somewhat complicated due to the large number of countries and the decentralized nature of the book trade. In the 1960s Stechert and Hafner Inc. provided an approval service for all of Latin America. They were not able to make a profit and the service was less than satisfactory. At the present time, no single company is able to provide a general approval service for the area. Consequently, the only way to obtain books is by establishing a dealer in each country. An approval service is essential to obtain the majority of the books because of the short publishing run of many publications. Over fifty percent of the desired titles would be unavailable by the time an order got to the vendor.

the list is returned without an order form being created. Books arrive and the shipment is paid for from the approval budget.

The library has a notification program for Italian books in which our jobber, Libri Casalini, provides a slip for each available book. Selected items are then purchased from the discipline budget. Asian books are ordered from lists sent by bookstores and book dealers in Japan, Korea, Taiwan, Hong Kong, and the People's Republic of China. Some Korean books are ordered from a dealer in Los Angeles.

Books are also received as continuations. These books are part of a series or a set that are published at different times. In order to ensure their acquisition the library places an order for the entire set. They often came through our approval vendors but are treated differently and are paid for from a separate budget.

A few foreign language books are received as gifts. Once the item is received, it is evaluated by the subject specialist. If the decision is to add the item, it is processed like other new books.

Other foreign language books are acquired for the library through traditional order procedures.

Faculty and Staff

The Acquisitions Department has a high level of foreign language expertise. Three of the four faculty have degrees in language beyond their Library Science degrees: Brenda Janson, M.A. in Latin from Brigham Young University; Kirk Russell, B.A. in Spanish from Brigham Young University; and Howard Bybee, M.A. in French from Duke University. Each is involved in library professional organizations on the national level.

Six para-professionals and all student assistants in the Acquisitions Department have foreign language backgrounds. The following languages are currently represented at fluent levels in the department: German, French, Italian, Spanish, Portuguese, Arabic, Hebrew, Japanese, and Latin. For many years the Department has made a concerted effort to provide adequate foreign language expertise at all levels.

Order and Receiving

The order and receiving processes for foreign language materials have changed in recent years due to reorganization, personnel changes, and computerization. Processing time has decreased and backlogs of foreign orders that have historically existed have been eliminated. Principal reasons for the improvement are eliminating batching of foreign language materials and incorporating all ordered materials into one processing system.

All foreign language materials, with the exception of Asian language items, are ordered and processed in the Acquisitions Department. Orders are submitted in different formats to the pre-order section, where they are separated according to languages and assigned to one of five student searchers who have German, French, Italian, Spanish, and/or Portuguese language expertise. A decision was recently made to hire students in the Acquisitions Department with abilities in the major languages and use others in the Department and the library for expertise in lesser used languages. Items are searched on a first-in/first-out basis so that most orders, regardless of language, remain in the pre-order stage no more than two weeks. There is no priority beyond Rush and Reference for items in the process.

The student worker first searches NOTIS and the card catalog (for pre-1979 orders or different editions), to determine if the library already owns the book. MARC and RLIN databases are searched to locate online records. If no record is found, a "Books-In-Print" catalog for the country is consulted to determine if the item is actually available. Adequate "Books-In-Print" catalogs exist for Germany, France, and Italy; and less satisfactory publications exist for Spanish books. No "Books-In-Print" catalogs are available for other countries. If not in-print, the item is returned to the selector to be placed in the out-of-print file.

For items found, an order record is created before being sent to the order section. This information is taken to the order section daily, where orders are processed on a first-in/first-out basis without regard to language or country. The order para-professional finds the record and determines the appropriate vendor. Almost all foreign language items are purchased through the vendor who supplies most of the books from that country. Few foreign language orders are sent directly to publishers. There is no batching of orders, so the average time in the order section for foreign titles is similar to English language orders. Average processing time seldom exceeds one week.

If items are not received within six months, a claim letter is sent to the vendor. A second claim letter is sent after four months for foreign items, as compared to three for American and British books. If there is no response after the third claim, the order is canceled and the encumbered monies credited to the budget.

As books arrive, they are sorted according to type of order: firm, approval, and continuations. Foreign language materials are not separated or treated differently. Books are placed on carts and shelves to be reviewed by subject selectors. Within a week, books are tattle-taped for security purposes and forwarded to the Cataloging Department.

An exception to these general procedures is when books are received in non-Roman scripts. Asian books are received by the Asian Studies Bibliographer and processed outside of the Acquisitions Department. Books in other languages are held in the

Acquisitions Department until someone on the library staff can read the item and provide enough information to create an on-line record. This occurs primarily for Arabic and Hebrew books. They are then put into the process and are eventually sent to the Cataloging Department. The number of these items is small.

Cataloging Department

Faculty

The Cataloging Department is presently organized into units not according to subject or language. Consequently, language catalogers are in separate units with different supervisors. The division of foreign cataloging responsibilities is according to language, not subject, unlike collection development subject specialists. A book published in English on Italian politics is cataloged by the political science cataloger, whereas a book on the same topic written in Italian is cataloged by the Italian language cataloger. There may be consultation between the two catalogers, but primary responsibility is divided according to language and not subject.

The only distinct qualification required for language catalogers is language expertise. There is not a requirement of area studies proficiency, although that is desirable.

The Department has eight foreign language catalogers: Carla Kupitz--German; Annick Houzé--French; Howard Lo--Asian; Christiane Erbolato-Ramsey--Spanish, Portuguese and Italian; Marianne Siegmund--Spanish and German; Dale Swensen--Russian; Grant Turnblom--Scandinavian and Hebrew; and Paul Angerhofer--Greek and Latin. Three of the eight work exclusively with foreign language materials and two have administrative responsibilities. Four are natives of the geographic and language area for which they catalog. One was raised in an immigrant home in which the language was spoken. Seven of the eight have B.A. degrees in the humanities and seven have degrees in language areas. Three have second Master's degrees. Cataloging personnel and degrees include: Carla Kupitz--B.A. Elementary Education, University of Utah; Annick Houzé--B.A. French and Humanities, Brigham Young University; Howard Lo-Asian M.A. International Relations, Brigham Young University; Christiane Erbolato-Ramsey--M.A. Art History, Brigham Young University; Marianne Siegmund--M.A. Spanish, Indiana University; Dale Swensen--B.A. Russian, University of Utah; Grant Turnblom--B.A. Russian, Brigham Young University; and Paul Angerhofer--B.A. Latin and German, Brigham Young University.

Foreign-language catalogers are involved in professional development activities. Seven of the eight regularly attend professional meetings and two have attended area studies library conferences. Most have made presentations at conferences and/or published articles on their subject. Two are presently working on monograph-size bibliographies.

Processing

Before books arrive in the Cataloging Department, they are separated by language groups. They are examined by the cataloger and each item is numbered. The German and Spanish-language catalogers search the new arrivals immediately upon receipt. About one-third of these new materials are cataloged at this point. Non-cataloged titles are then placed on special "holding shelves" by language. After three or four months, the catalogers search RLIN and OCLC databases and determine if adequate on-line cataloging copy is readily available. Items with copy are immediately cataloged and processed and those without any copy are placed on the "cataloger's shelves" and cataloged according to priority.

Books in non-Roman languages for which there is no cataloger with language expertise are placed in storage. Languages in this group are primarily Near Eastern languages such as Arabic and Hebrew. Most books in African, Latin American Indian, and other minor languages have a Roman language description in the volume which allows for them to be cataloged.

Three types of foreign language materials are not the responsibility of the foreign language catalogers: special formats, rare books, and L.D.S. items. Items in special formats, such as musical scores, serials, atlases, maps, and microfilms, are cataloged by the cataloger with responsibility for those formats in consultation with the language bibliographer. Rare books and L.D.S. imprints follow the same procedure. All require special expertise and training not normally possessed by the language cataloger.

Foreign language material backlogs have traditionally posed problems for the library. When the volumes are taken out of the normal processing procedures and stored, it often takes a major effort to eliminate the backlog. A Spanish language backlog of over 16,000 volumes developed between 1985-90 that required a special effort by the library to eliminate. There are presently backlogs for Italian (1,000), French (600), German (1,000), and Near Eastern (1,100) books. Unlike Spanish books, these backlogs primarily consist of old volumes purchased in collections that are so unique that copy catalog records do not exist. They require time-consuming original cataloging.

Foreign Language Acquisition Budgets

Introduction

Determining the actual amount spent on foreign materials was difficult, due to several factors. Orders are not tabulated according to language, so approximations of the percentage of foreign versus English language purchases had to be made in some

areas. Second, the numbers of foreign language materials purchased from discipline budgets was not known. Third, books and serials with multiple languages were difficult to categorize. The figures shown represent calculated approximations and do not claim to be definitive.

Budget figures for 1989-90 were used because when this project started they were the latest available. Although there were budget increases this past year, the percentage of foreign to English-language materials should remain about the same. The analysis is divided into four parts: 1) Approval, 2) Continuations, 3) Individual subject budgets, and 4) Serials.

Approval

Approval budgets fit into four groups: Harrassowitz (Germany and Scandinavia); Nijhoff (French and Dutch)[38]; Victor Kamkin (Russian); and eight companies for Latin America. Some books from Harrassowitz and Nijhoff are in English, so that percentage was determined by the area specialist and the adjusted figure used in this summary. The total number received and the average cost per volume were determined for all programs. As evidenced in the table below, the largest number of books came from the Spanish dealers and the most funds went to Harrassowitz. European books were more than twice as expensive as books from Latin America.

TABLE 1
APPROVAL

DEALER	NUMBER OF VOLUMES SENT	AVERAGE COST PER VOLUME	TOTAL COST
Harrassowitz	1,898	$37.40	$70,978.29
Nijhoff	623	$34.95	$24,681.37
Spanish	2,744	$14.00	$38,420.74
Russian	47	$50.00	$2,333.96
Totals	**5312**	**$34.00**	**$136,414.36**

[38]Since 1991, Dutch and French books are supplied by Nedbook and Jean Touzot, respectively.

Continuations

Continuations are books that are part of a series or a set that are published at different times. In order to ensure their acquisition, the library places an order for the entire set. When supplied by approval vendors, they are treated differently and paid for from a separate budget.

In order to determine the amount spent in this area, all continuation bills were examined for the 1989-90 year. Musical scores and items published in English in a foreign country were not included. Over fifty percent of continuations coming from Germany were therefore not included. About forty percent of the items from Germany and thirty percent from France were science publications and included only if they were primarily in German or French. These publications were significantly more costly than books on culture, history, or language. The high percentage of science publications from Europe in German, French, and Italian make the totals significantly larger for those languages and must be kept in mind when comparing budgets. The library purchases almost no scientific publications in Spanish.

TABLE 2
CONTINUATIONS

LANGUAGE	NUMBER OF TITLES SENT	AVERAGE COST PER TITLE	TOTAL COST
German	161	$74.36	$11,971.00
French	48	$120.33	$5,776.15
Dutch	12	$49.59	$595.12
Italian	56	$74.72	$4,184.56
Finnish	2	$63.38	$126.76
Hebrew	9	$60.95	$548.50
Latin	27	$97.95	$2,644.79
Portuguese	1	$4.80	$4.80
Spanish	29	$58.87	$1,707.31
Swedish	9	$63.13	$568.22
Total	**354**	**$79.46**	**$28,127.21**

Firm Orders

Table 3 indicates the amount of money drawn from specific subject budgets. These amounts were allocated to each subject selector and acquisition decisions were made throughout the budget year. Since budgets were not specifically designated for foreign language materials, only a percentage of the total budgets are listed below. Figures for the amount spent and the number acquired are not definite but only approximations.

TABLE 3
FIRM ORDER

LANGUAGE	NUMBER OF VOLUMES	AVERAGE COST PER TITLE	TOTAL COST
German	204	$35.00	$7,125
French	200	$55.00	$10,980
Scandinavian	50	$35.00	$1,750
Italian	118	$45.00	$5,320
Classical	19	$35.00	$660
Chinese	400	$17.75	$7,100
Japanese	125	$36.80	$4,600
Korean	20	$13.75	$275
Spanish	474	$13.00	$6,160
Near East	34	$15.00	$500
Russian	108	$50.00	$5,400
Total	**1,752**	**$32.00**	**$49,870**

Serials

Determining serials expenditures was a complicated and time-consuming process. A list of serials being received and paid for by the library was available due to the library's current serials project. That list was examined and each foreign language title was selected and assigned a language. Journals were then examined title-by-title to certify that the item was actually in a foreign language. Serials the library receives

gratis or on exchange were not included. Table 4 reveals the high cost of serials from Europe.

TABLE 4
SERIALS

LANGUAGE	NUMBER RECEIVED	AVERAGE COST PER SERIAL	TOTAL COST
German	292	$167.84	$49,010.37
French	189	$106.52	$20,132.14
Dutch	7	$134.26	$939.87
Italian	76	$91.00	$6,916.00
Chinese	9	$110.28	$992.53
Japanese	19	$127.96	$2,431.40
Korean	2	$63.00	$126.00
Danish	2	$159.00	$318.00
Esperanto	2	$25.50	$51.00
Finnish	2	$131.01	$262.02
Hebrew	4	$39.00	$156.00
Hungarian	2	$52.50	$105.00
Latin	2	$50.00	$100.00
Norwegian	7	$69.42	$486.00
Portuguese	33	$46.65	$1,539.60
Spanish	65	$50.13	$3,258.49
Swedish	14	$67.35	$943.00
Polish	1	$113.40	$113.40
Total	**728**	**$120.72**	**$87,880.82**

Total

The figures from the above tables were combined to arrive at a total figure of the amount spent by the library on foreign language materials by language and by type.

TABLE 5
TOTAL COST BY LANGUAGE

LANGUAGE	TOTAL COST FOR BOOKS AND SERIALS	PERCENTAGE OF TOTAL FOREIGN LANGUAGE BUDGET
German	$138,642.18	46%
French	$61,569.66	20%
Italian	$16,547.32	5%
Russian	$7,733.96	2%
Slavic	$218.40	.07%
Near East	$1,204.50	.3%
Scandinavian	$4,065.22	1%
Dutch	$1,534.99	.5%
Classical	$4,109.29	1%
Chinese	$8,092.53	3%
Japanese	$7,031.40	2%
Korean	$401.00	.13%
Spanish and Portuguese	$51,090.94	17%
Other	$51.00	.001%
Total	**$302,292.39**	

Table 5 indicates that the library spent slightly over $302,000 in 1989-90 on foreign language materials. German language materials make up almost fifty percent of the budget; French, Spanish, and Portuguese contributed for another forty percent. This percentage is not out of line when one considers the cost of German items and the importance of German language materials in many disciplines.

Table 6 compares the foreign language total costs with the total library acquisition for 1989-90. Costs are divided according to type of budget.

TABLE 6
EXPENDITURES BY TYPE OF ACQUISITION

Type	Library Expenditures	Percent of Total	Foreign Language	Percent of Total Foreign Language Expenditure	Foreign Language Percent of Total
Approval	$531,708.92	19%	$136,414.36	45%	26%
Continuations	$127,733.79	4%	$28,127.21	9%	22%
Budgets	$627,168.65	22%	$49,870	17%	8%
Serials	$1,596,297.10	55%	$87,880.82	29%	5%
Total	**$2,882,908.50**		**$302,292.39**		**10.5%**

Chart 6 delineates the difference in the makeup of the foreign language collection and the percentage of the entire budget. The primary difference between the library collection in general and the foreign language collection is in the area of approval programs and the serials collection. Foreign language purchases through approval agents represent forty-five percent of the budget, whereas that category represents only nineteen percent of the library in general. The importance of dealers outside of the United States is very significant. The outlay for serials in the library in general is a significant, fifty-five percent as compared to twenty-nine percent for the foreign language collections.

The $302,292.39 total represents 10.5% percent of the total library expenditures during the 1989-90 budget year. This figure is significantly lower than those indicated in the literature of forty to sixty percent in research libraries. Although percentages mentioned in the literature are not exact and there is no formula recommendation for exactly what percentage should be spent on foreign language materials at any institution, the percentage BYU spends on foreign language materials appears to be far below the average.

CHAPTER FIVE

AREA STUDIES AND FOREIGN LANGUAGE COLLECTION ASSESSMENT

PURPOSE AND GOALS

The purpose of the area studies and foreign language assessment is to evaluate the collecting level of area studies and foreign language materials in relation to the growth and strength of the entire library. It will determine whether the historical collecting level for foreign books is out of line with the development of the rest of the Brigham Young University Library collection. This will be accomplished by comparing the Lee Library's collections to five comparable but randomly selected university library collections in the United States. Finally, this study will examine the circulation of the area studies and foreign language collections in relation to the rest of the library.

METHODOLOGY

Justification

Selection of an appropriate and adequate methodology for the assessment of the collection was critical. It was important that the assessment be a useful and satisfactory evaluation of collection levels and not merely a bibliographical checklist that provided little understanding of how the foreign language collections compared to the rest of the library. Generally, assessments of large collections that provide broad information are accomplished through some sampling technique. Paul Mosher characterized this type of a study as a "strainer" activity that provides comparative statistical information on general collection patterns.[39] The value of this type of assessment is that it provides high-yield information at low cost.

---

[39]Paul H. Mosher, "Collection Evaluation in Research Libraries: The Search for Quality, Consistency, and System in Collection Development." Library Resources and Technical Services 23(Winter, 1979):27.

The most traditional method used to provide this type of information has been to check randomly selected citations from several bibliographies in various subject areas, tabulate, and analyze the results to determine probable strengths and weaknesses of a collection. However, checking randomly-selected entries in bibliographies has not proven altogether satisfactory. It does not provide an adequate statistical description of a library's strengths and weaknesses without requiring a prohibitive amount of time and effort to collect meaningful statistics. Second, data collected are often not comparable because bibliographies are compiled by different authors and the selection criteria vary from volume to volume. Third, this information is not transferable for meaningful analysis in relationship to the goals and collecting levels of the library or with collections from other libraries. Determining the numbers owned in a given subject area is of limited value if there is little with which to compare.

Online databases provide the means to compile general statistics that provide large quantities of comparable data. The RLIN database is formatted in such a way that sizable general statistical comparisons may be extracted in a limited amount of time. The adoption, however, of local systems such as NOTIS in many research libraries has meant that the quality of RLIN data is diminishing, since many libraries do not transfer all of their records into the system at an acceptable rate.

The "Amigos" software has the potential of providing adequate statistics for a comparison with selected libraries. Since BYU, however, does not own this program it was not available for consideration.

A similar source of statistical data is that of the National Shelflist Count Project, established in 1973 under the direction of the ALA Collection Development Officers of Large Research Libraries Discussion Group (CDOLRL). The purpose of this project is to develop a tool that provided both general and specific statistical information about the size and growth of the collections of the participants. Statistics were collected by having participant libraries count their shelflists and submit the data according to the L.C. cataloging classification system.[40]

The last shelflist count occurred in 1989. Sixty academic and national libraries participated, including large, medium, and small collections in the United States.

---

[40]For information on the history of the project see LeRoy D. Ortopan, "National Shelflist Count: A Historical Introduction," Library Resources and Technical Services 29(October/December, 1985):328-332, and Gay N. Dannelly, "The National Shelflist Count: A Tool for Collection Management," Library Acquisitions: Practice and Theory 13(1989):241-250.

Medium-sized collections such as BYU's represented the majority. Libraries who participated, therefore, constitute a fair representation of U.S. academic libraries.[41]

Statistics were collected for 624 LC classification numbers and summarized into general subject groups; i.e., A,B,C. Libraries were separated into three size groups: 1) above 1,100,000; 2) 800,000 to 1,100,000; and 3) below 800,000. BYU ranked number 15. It was near the bottom of the first group, just below the University of Texas at Austin and above Michigan State University.

Description of Methodology

The following characteristics of an assessment methodology had to be available to provide the desired information: 1) a large amount of statistical information gathered within a short period of time; 2) information on all major languages and geographical areas of the world; and 3) identical information on all major subjects from other libraries in order to provide comparative data. The National Shelflist Count fit these criteria.

The following statistics were available in the National Shelf List Count: 1) the number of titles held by the libraries in 1989 for each classification number, and 2) the percentage of the entire collection that number represented. For example, in 1989 BYU had 14,417 titles in the number of Biology, General (QH 301-705). That figure represented 1.06% of the entire collection. In comparison, Yale University owned 14,394 for the same number, representing .33% of their collection.

Data from the above two categories created a statistical base from which the BYU library could evaluate the historical collecting level of different area studies and foreign language materials in comparison with other subject areas of the library. From these statistics it was possible to determine if the acquisition of books for area and language studies is significantly out of line with the collecting levels of other subjects in the library. The data do not, however, indicate whether the library is collecting at the "correct" level, although it provides comparative statistics with other research libraries that may indicate "strong" or "weak" areas.

A statistical description of other library collections had to be created in order to be able to make these comparisons. Since BYU's curriculum and research needs differ

---

[41]National Shelflist Count: Titles Classified by Library of Congress and National Library of Medicine Classifications: 1989, (Urbana-Champaign: Library Research Center of the Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign for the Association for Library Collections and Technical Services, American Library Association, 1990). Cited hereafter as NSLC.

from other libraries, it would be of limited value to use the statistics from only one library regardless of size or purpose. By combining data from several libraries, however, differences in collecting levels tend to cancel each other out. For example, if the Brigham Young University library were compared with the Texas A&M. University library, differences in collecting levels, especially in the agricultural sciences, would be so disparate that no legitimate conclusions could be reached. However, if Texas A&M statistics were combined with those of four other libraries, all with different collecting levels, unique aspects of the Texas A&M library would be significantly diminished. The ideal would be to combine statistics from all research libraries who participated in the National Union Shelflist Count. However, the amount of work required to collect these data is prohibitive, since the statistics are not in machine-readable form.

A random sample resulted in the selection of five libraries for the study. Libraries within the size range of BYU were considered, so only collections with 800,000 or more volumes were part of the pool. The Library of Congress was not included because of the uniqueness of its collection. Thirty-five libraries were included in the selection pool. Since BYU was ranked 15th in size, its collection was near the middle. For this analysis every seventh university was chosen, which resulted in the selection of the following libraries: 7) University of Chicago; 14) University of Texas-Austin; 21) University of California-Davis; 28) University of Pennsylvania; and 35) New York University. Of the libraries selected, one was significantly higher than BYU in the total shelflist count, one was about the same, and three were lower. These libraries were acceptable since none had significantly unusual collecting practices.

The total number of titles and the percentage of the collection for each call number were extracted from the list and input into an Excel program on a Macintosh computer. Data from the five libraries were then added together and divided by five to provide an average. BYU figures were also input and the percentage of BYU numbers with the average of the five libraries determined. Table 1 provides an example of how computations were made.

TABLE 1

Call Number	Five NSLC Libraries' Average of Holdings	BYU Holdings	Five NSLC Libraries' Average % of Entire Collection	BYU % of Entire Collection	BYU % of Five NSLC Libraries' Average of Holdings
Q-Qz	96,804	124,113	7.9%	9.2%	128%
M-MZ	46,581	40,133	3.9%	3.0%	86%

For the Call number "Q," the average number of volumes in the five libraries was 96,804, which represented an average of 7.90% for the five entire collections. BYU owned 124,113 volumes, which represented 9.15% of its collection. Consequently, BYU owned 128% above the general average. In comparison, the Music collection ("M") was 86% of the average of the five libraries. This does not mean that the "Q" collection is larger than it should be nor that the Music collection is not at its proper level. It only means that in comparison to the collecting level of these five libraries, BYU collects books at a higher rate in the "Q's" than in the "M's."

There are several concerns about using these types of general statistics. The first is the consideration of quantity versus quality. This type of assessment examines all entries in the library subject number without regard to the quality of individual publications. This question has been an issue in collection assessment discussions for years. Literature on the topic generally concludes that in large collections, especially research libraries, quantity has the same connotation as quality. The larger the collection, there seems to be less concern for determining quality.

A second issue is with the actual meaning of the statistics. In this type of study, the tendency is to focus on numerical differences between libraries, which may unfortunately obscure one's ability to understand the purpose of the assessment. The object of the study is not to compare total numbers of titles owned by different libraries. Instead, data from other libraries were collected to provide a basis for comparing BYU collecting levels and patterns in the various foreign language areas. The emphasis is not on comparing BYU with other libraries, but rather on different subject areas within the BYU library itself. Statistics from other libraries were only used to develop a statistical base from which to compare different sections of our library.

A drawback of the statistics themselves lies with the LC call number classification system breakdown used in the shelflist project. The numbers used do not break down all subject areas according to geographic area or language. Some numbers, such as "F," divide into geographic areas. There are limited divisions in "H," "J," and "Z." There is not, however, a standard geographical breakdown in most other subjects. Consequently, there is no way to include all books about a specific geographical region in the study because of the nature of the classification system. This is not deemed a serious problem, however, since most foreign language books fit into the history and language and literature numbers and the purpose of the study was to establish trends and not make definitive conclusions.

A more obvious problem is the inability to separate foreign language from English language materials found within the same classification system. Consequently, this aspect of the study cannot be considered a pure examination of the foreign language collections, but only a geographic area or subject evaluation. This does not prove, however, a serious problem either. In most areas targeted for evaluation, the

majority of the items are not in English but in the language of the region. This is especially true for the stronger collections. Again, the purpose of the study is to provide general indications. It becomes more serious, however, in the evaluation of the circulation of materials.

In order to provide a somewhat more satisfactory examination of foreign language books, items in the language and literature number ("P") were isolated from the rest of the area studies data and evaluated separately. A higher percentage of books in the language and literature numbers are in the language of the area. These types of comparisons give a somewhat clearer picture of the quality of our foreign language collections.

ASSESSMENT

Introduction

Four studies were conducted for the analysis: 1) Using the collection size and percentage figures provided in the NSLC study, a statistical comparison was made of the area studies and foreign language collections with the rest of the BYU library; 2) Utilizing the same statistics, a comparative examination of the different languages was completed; 3) Using the ranking system found in the NSLC statistics, BYU's area studies and foreign language collection was evaluated according to rank in comparison with the rest of the collection; 4) Using circulation statistics for the past three years, a comparison was made of the circulation of area studies and foreign language materials at BYU with the rest of the collection. Individual language and area study circulation patterns were also examined.

Percentage of Collection

Table 2 compares the major call number classification statistics of the five libraries to the BYU library. The total volumes of the BYU library was 112 percent of the combined statistics of the five collections. At BYU Library of Congress call number categories "C," "G," and "A" were significantly higher than average and "N," "V," and "E" were notably lower. Other significant differences in the percentages indicate unique aspects of the BYU library. In the call numbers, however, where the foreign language and area studies books are located, BYU is close to the average of 112%. The "P's," where most foreign language items are classified, was 109%.

TABLE 2
GENERAL CALL NUMBERS

Call Number	Five NSLC Libraries' Average of Holdings	BYU Holdings	Five NSLC Libraries' Average % of Entire Collection	BYU % of Entire Collection	BYU % of Five NSLC Libraries' Average of Holdings
A-AZ	10,250	21,435	0.89%	1.58%	209%
B-BZ	92,732	131,143	7.44%	9.66%	141%
C-CZ	9,041	43,853	0.74%	3.23%	485%
D-DZ	115,395	93,373	9.37%	6.88%	81%
E-EZ	25,379	18,175	2.13%	1.34%	72%
F-FZ	33,205	41,432	2.62%	3.05%	125%
G-GZ	29,091	66,712	2.44%	4.91%	229%
H-HZ	176,210	147,658	14.13%	10.87%	84%
J-JZ	35,674	37,249	2.74%	2.74%	104%
K-KZ	8,889	16,897	0.81%	1.24%	190%
L-LZ	36,501	60,044	3.08%	4.42%	164%
M-MZ	46,581	40,133	3.90%	2.96%	86%
N-NZ	53,806	33,845	4.71%	2.49%	63%
P-PZ	310,119	339,387	24.79%	24.99%	109%
Q-QZ	96,804	124,113	7.90%	9.14%	128%
R-RZ	32,077	30,758	2.47%	2.27%	96%
S-SZ	18,541	18,530	1.55%	1.37%	100%
T-TZ	47,987	51,511	4.08%	3.79%	107%
U-UZ	6,209	7,045	0.49%	0.52%	113%
V-VZ	1,511	1,197	0.11%	0.09%	79%
Z-ZZ	31,689	33,400	2.44%	2.46%	105%
Total	**1,217,691**	**1,357,980**	**98.83%**	**99.99%**	**112%**

Table 3 includes statistics for the area studies and foreign language items for which call numbers were identified. Statistics from each call number range were combined into language groups. They formed three regional groups (European, Asian, and Other) if the language wasn't identified. This combination illuminates the disparity in regional treatment within the LC classification system, especially for Asia, where the system does not divide into countries. The study could therefore not be as specific for Asia as for other regions of the world.

TABLE 3
AREA STUDIES CALL NUMBERS

Area	Five NSLC Libraries' Average of Holdings	BYU Holdings	Five NSLC Libraries' Average % of Entire Collection	BYU % of Entire Collection	BYU % of Five NSLC Libraries' Average of Holdings
Asia	34,478	23,072	2.85%	1.70%	67%
Chinese	8,950	13,022	0.67%	0.96%	145%
Classical	18,332	11,964	1.39%	0.88%	65%
Dutch	1,643	1,700	0.12%	0.12%	103%
East European	10,513	8,182	0.75%	0.60%	78%
Europe	6,768	2,588	0.52%	0.19%	38%
French	29,057	34,908	2.40%	1.57%	120%
German	33,910	34,549	2.76%	2.55%	102%
Italian	15,012	12,837	1.21%	0.95%	86%
Japanese	2,222	3,765	0.20%	0.28%	169%
Near Eastern	46,795	10,572	2.63%	0.34%	23%
Other	2,896	2,717	0.22%	0.20%	94%
Portuguese	4,862	3,878	0.39%	0.29%	80%
Russian	19,198	8,769	1.56%	0.65%	46%
Scandinavian	6,145	6,312	0.45%	0.47%	102%
Spanish	43,056	41,409	3.45%	2.92%	96%
Area Studies	283,837	220,244	21.55%	14.66%	78%

BYU's area studies and foreign language collection represents 78% of the total. The percentage total was somewhat skewed because of the weakness of the Near Eastern collection. With the Near Eastern numbers eliminated, the percentage increased to 88%. That figure is still 24% below the overall BYU library average (112%). Part of the difference could be attributed to the libraries used in the study. The University of Chicago and the University of Texas have extensive Near Eastern collections. This figure is likely not an adequate indication of the strength of the BYU Near Eastern collection.

Languages either notably higher or lower than the library average are in small collections. Both the Japanese and Chinese collections were high, but Asia in general was only 67%. Because of the classification numbers used in the study, all Asian numbers other than those in "P" had to be placed in the Asian section and not under individual countries. Had the data in the "D" and "H" call numbers for Japan and China been separated as they were for Europe, those numbers would have been much lower. The same holds true for South America, but since Spanish is the language of most of the area it did not affect the study as it did for Asia.

Of the three largest groups, French was the only area above the 112% held by the library in general. Although German and Spanish were higher than the foreign language count, they were still below the library average by at least 10%.

Table 4 lists statistics for the percentage of the collection those items represent. These figures indicate differences in importance in the collecting emphasis of the library. In only five areas was BYU higher than the average, and those are not significantly out of line. Below the average, the Near Eastern collection had the most significant difference. Of the three major areas, Spanish has the most significant difference of -.531, indicating a possible deficiency in the Spanish collection.

TABLE 4
PERCENTAGE DIFFERENCES--TOTAL COLLECTION

AREA	FIVE NSLC LIBRARIES' AVERAGE % OF ENTIRE COLLECTION	BYU % OF ENTIRE COLLECTION	DIFFERENCE BETWEEN BYU AND FIVE NSLC LIBRARIES' % OF ENTIRE COLLECTION
Chinese	0.67%	0.96%	0.29%
French	2.40%	2.57%	0.18%
Japanese	0.20%	0.28%	0.08%
Scandinavian	0.45%	0.47%	0.02%
Dutch	0.12%	0.12%	0.00%

AREA	FIVE NSLC LIBRARIES' AVERAGE % OF ENTIRE COLLECTION	BYU % OF ENTIRE COLLECTION	DIFFERENCE BETWEEN BYU AND FIVE NSLC LIBRARIES' % OF ENTIRE COLLECTION
Other	0.22%	0.20%	-0.02%
Portuguese	0.39%	0.29%	-0.11%
East European	0.75%	0.60%	-0.15%
German	2.76%	2.55%	-0.21%
Italian	1.21%	0.95%	-0.26%
Europe	0.52%	0.19%	-0.33%
Classical	1.39%	0.88%	-0.51%
Spanish	3.45%	2.92%	-0.53%
Russian	1.56%	0.65%	-0.91%
Asia	2.85%	1.70%	-1.15%
Near Eastern	2.63%	0.34%	-2.28%

To determine whether language and literature items differed significantly, the "P" numbers were extracted. The total percentage stayed the same at 78%, but some differences were noted. General Asia went from 67% to 182% indicating a very strong language collection and a much weaker area studies collection. Near Eastern dropped a further 6 percent, indicating an even weaker language collection. French increased seven percent, Spanish three percent, and German decreased 13%. Italian had one of the more significant increases--23%. Russian increased 17%. These highlight different emphases in BYU's curricula: German and Spanish area studies classes (history, sociology, etc.) are more abundant than, for example, Italian. It might also demonstrate the effect on the collection of strong faculty support and active library subject specialists.

TABLE 5
LANGUAGE CALL NUMBERS

Language	Five NSLC Libraries' Average of Holdings	BYU Holdings	Five NSLC Libraries' Average % of Entire Collection	BYU % of Entire Collection	BYU % of Five NSLC Libraries' Average of Holdings
Asian	679	1,237	0.06%	0.09%	182%

Language	Five NSLC Libraries' Average of Holdings	BYU Holdings	Five NSLC Libraries' Average % of Entire Collection	BYU % of Entire Collection	BYU % of Five NSLC Libraries' Average of Holdings
Chinese	8,950	13,022	0.67%	0.96%	145%
Classical	18,332	11,964	1.39%	0.88%	65%
Dutch	1,643	1,700	0.12%	0.12%	103%
East European	7,577	5,569	0.53%	0.41%	74%
European	3,672	1,679	0.29%	0.12%	46%
French	21,739	24,467	1.80%	0.80%	113%
German	24,771	21,985	2.04%	1.62%	89%
Italian	8,461	9,194	0.67%	0.68%	109%
Japanese	2,222	3,765	0.20%	0.28%	169%
Near Eastern	31,670	2,040	2.33%	0.15%	6%
Other	2,896	2,717	0.22%	0.20%	94%
Portuguese	4,356	3,053	0.35%	0.22%	70%
Russian	10,580	6,621	0.87%	0.49%	63%
Scandinavian	4,369	4,130	0.32%	0.31%	95%
Spanish	21,073	20,787	1.70%	1.40%	99%
Total	**165,413**	**128,361**	**13.03%**	**8.33%**	**78%**

Table 5 demonstrates that, with the possible exception of Asian languages, BYU's area studies and foreign language collections have not historically received a higher emphasis in comparison to other subjects in the library. They reveal a striking 34% difference between the library in general (112%) and that of area studies and foreign language acquisition (78%). This suggests a weakness in foreign collecting in comparison to other subjects.

To determine if the foreign language collecting patterns are out of line with collections smaller than BYU, two libraries with foreign language collections not as large as BYU were compared--The University of California at Davis and New York University. As Chart 6 indicates, the general BYU collection was 148% larger than the average of the two libraries. In comparison, the entire area studies and foreign language collection was 134%. French was 144%, German 132%, and Spanish 140%

(Table 7). Although the percentage between area studies and foreign language and the rest of the collection is closer than when the larger collections are included, BYU is still 14% below the average. These statistics demonstrate that the historical collecting pattern of foreign language materials at BYU is below that of similar yet smaller university collections.

TABLE 6
SMALL LIBRARIES GENERAL COMPARISON

Call #	UC Davis Holdings	UC Davis % of Entire Collection	NYU Holdings	NYU % of Entire Collection	Two NSLC Libraries' Average Holdings	Two NSLC Libraries' Average % of Entire Collection	BYU Holdings	BYU % of Entire Collection	BYU % of Average of Two NSLC Libraries' Holdings
A-AZ	10,227	0.94%	5,094	0.634%	7,661	0.79%	21,435	1.5%	280%
B-BZ	62,139	5.70%	56,363	7.02%	59,251	6.36%	131,143	9.66%	221%
C-CZ	6,033	0.55%	5,884	0.73%	5,959	0.64%	43,853	3.23%	736%
D-DZ	79,192	7.26%	78,093	9.73%	78,643	8.49%	93,373	6.88%	119%
E-EZ	22,926	2.10%	19,817	2.47%	21,372	2.29%	18,175	1.34%	85%
F-FZ	22,490	2.06%	20,415	2.54%	21,453	2.30%	41,432	3.05%	193%
G-GZ	40,264	3.69%	16,059	2.00%	28,162	2.85%	66,712	4.91%	237%
H-HZ	128,933	11.82%	138,211	17.21%	133,572	14.52%	147,658	10.87%	111%
I-IZ	23,853	2.19%	20,061	2.50%	21,957	2.34%	37,249	2.74%	170%
K-KZ	10,356	0.95%	5,423	0.68%	7,890	0.81%	16,897	1.24%	214%
L-LZ	21,430	1.96%	41,827	5.21%	31,629	3.59%	60,044	4.42%	190%
M-MZ	37,191	3.41%	26,982	3.36%	32,087	3.39%	40,133	2.96%	125%
N-NZ	42,400	3.89%	56,407	7.03%	49,404	5.46%	33,845	2.49%	69%
P-PZ	214,017	19.63%	178,412	22.22%	196,215	20.92%	339,387	24.99%	173%
Q-QZ	130,961	12.01%	56,996	7.10%	93,979	9.55%	124,113	9.14%	132%
R-RZ	14,339	1.32%	24,833	3.04%	19,586	2.18%	30,758	2.27%	157%
S-SZ	48,616	4.46%	2,903	0.36%	25,760	2.41%	18,530	1.37%	72%
T-TZ	80,142	7.35%	22,310	2.7%	51,226	5.06%	51,511	3.79%	101%
U-UZ	5,455	0.50%	3,153	0.39%	4,304	0.45%	7,045	0.52%	164%
V-VZ	1,290	0.12%	503	0.06%	897	0.09%	1,197	0.09%	134%
Z-ZZ	25,007	2.29%	23,189	2.89%	24,098	2.59%	33,400	2.46%	139%
Total	**1,027,261**	**94.20%**	**802,935**	**99.95%**	**915,098**	**97.07%**	**1,357,890**	**99.99%**	**148%**

TABLE 7
SMALL LIBRARIES' AREA STUDIES CALL NUMBERS

Area	UC Davis Holdings	UC Davis % of Entire Collection	NYU Holdings	NYU % of Entire Collection	Two NSLC Libraries' Average of Holdings	Two NSLC Libraries' % of Entire Collection	BYU Holdings	BYU % of Entire Collection	BYU % of Two Libraries' Average of Holdings
Asia	21772	1.99%	19,166	2.39%	20,469	2.19%	23,072	1.70%	113%
Chinese	4516	0.41%	660	0.08%	2,588	0.25%	13,022	0.96%	503%
Classical	6727	0.62%	8,996	1.12%	7,862	0.87%	11,964	0.88%	152%
Dutch	217	0.02%	290	0.04%	254	0.03%	1,700	0.12%	671%
East European	3048	0.28%	2,904	0.36%	2,976	0.32%	8,182	0.60%	275%
Europe	5602	0.51%	3,935	0.49%	4,769	0.50%	2,588	0.19%	54%
French	23356	2.10%	24,985	3.11%	24,171	2.61%	34,908	1.57%	144%
German	30873	2.83%	21,307	2.653	26,090	2.74%	34,549	2.55%	132%
Italian	8363	0.77%	11,654	1.45%	10,009	1.11%	12,837	0.95%	128%
Japanese	1367	0.13%	461	0.06%	914	0.09%	3,765	0.28%	412%
Near East	3573	0.33%	12,372	1.54%	7,973	0.93%	4,668	0.34%	59%
Other	1643	0.15%	1,310	0.16%	1,477	0.16%	2,717	0.20%	184%
Portuguese	1995	0.18%	3,999	0.50%	2,997	0.34%	3,878	0.29%	129%
Russian	18183	1.67%	10,641	1.35%	14,412	1.51%	8,769	0.65%	61%
Scandi-navian	4296	0.39%	1,747	0.22%	3,022	0.31%	6,312	0.47%	209%
Spanish	34511	3.17%	24,520	3.05%	29,516	3.11%	41,409	2.92%	140%
Total	**170042**	**15.55%**	**148,947**	**18.57%**	**159,495**	**17.06%**	**214,340**	**14.66%**	**134%**

Ranking

To determine if these large differences were due to the libraries that were randomly selected and not indicative of the actual collecting pattern, another brief study was conducted that included all libraries who participated in the National Shelf List Count. A size ranking for the BYU library in relationship to all libraries in the National Shelf List Count was examined. (The Library of Congress was still not included in the rankings.) Although this examination provides limited data, it indicates if the comparison with five libraries was skewed.

Table 8 indicates how the general subject classifications ranked with the rest of the libraries listed in ascending order. The BYU library ranked fifteenth overall with call numbers "A", "B," "C," "G," and "L" within the top ten. Lowest rankings were "E," "N," and "V."

"P" ranked fifteenth, the same as the library in general.

TABLE 8
GENERAL RANK

Call Number	Rank
A-AZ	3
B-BZ	7
C-CZ	2
D-DZ	18
E-EZ	42
F-FZ	16
G-GZ	4
H-HZ	18
J-JZ	14
K-KZ	15

Call Number	Rank
M-MZ	26
N-NZ	35
P-PZ	15
Q-QZ	12
R-RZ	19
S-SZ	21
T-TZ	22
U-UZ	14
V-VZ	33
Z-ZZ	19
Average	**15**

In comparison, the area studies and language collection ranked 24th. The only languages that ranked above the library average of 15th were Japanese and Chinese. The major languages- French, German, and Spanish-were all at the bottom with French and Spanish ranked last. This does indicate the possibility of some skewing of the above study, especially for French, but nothing significant. There was no difference in rank between language and area studies.

TABLE 9
BYU LANGUAGE AND AREA STUDIES RANK IN NSLC

CALL NUMBER	LANGUAGE RANK	AREA RANK
Chinese	13	7
Japanese	13	13
Classical	19	19
Dutch	19	19
Scandinavian	19	17
Other	20	20
Portuguese	24	23
Near Eastern	25	24
Russian	25	29
Italian	27	27
East European	27	26
German	30	25
French	35	33
Spanish	35	31
Average	24	24

The study authors are unsure of the significance between ranking 15th in general and ranking 24th in language and area studies. It does indicate that in comparison with all libraries in the study, BYU's area studies and foreign language collections do not receive the same emphasis as other areas in the library. BYU's low ranking when compared to all libraries tends to confirm the statistics in the above five-library study.

Circulation

The final area examined was the circulation of the area studies and foreign language collections in relation to the rest of the library. Unfortunately, data available were for call numbers without indication of language. It was therefore impossible to determine the language of circulating items. As with the previous study, "P" numbers were examined separately.

The library's Circulation Department supplied the number of circulations during the past three years in the exact call number breakdown as found in the National Shelflist Count Study. This allowed for a similar comparison with the rest of the collection. Two types of information were used: 1) the total number of circulations and, 2) the total number of volumes owned by the library in that call number. This number by itself has limited meaning other than to provide a statistical base from which to make intra-library comparisons.

Table 10 shows broad call numbers for the library in general. During the past three years, for example, books in the "D" call number circulated a total of 22,316 times, which represented 24% of all books in the D classification number. During the same time, 3,525 books in the S call number were checked out, representing 19% of all books in that call number. A slightly higher percentage of the books in the "D" call number circulate than books in the "S" number.

TABLE 10
BYU GENERAL CIRCULATION

CALL NUMBER	BYU HOLDINGS	NUMBER CIRCULATED	% OF COLLECTION CIRCULATED
A-AZ	21,435	415	2%
B-BZ	131,143	31,624	24%
C-CZ	43,853	1,189	3%
D-DZ	93,373	22,316	24%
E-EZ	18,175	8,024	44%
F-FZ	41,432	7,444	18%
G-GZ	66,712	11,047	17%
H-HZ	147,658	44,271	30%
J-JZ	37,249	6,196	17%
K-KZ	16,897	2,863	17%
L-LZ	60,044	14,376	24%
M-MZ	40,133	9,751	24%
N-NZ	33,845	13,052	39%
P-PZ	339,387	54,713	16%

Call Number	BYU Holdings	Number Circulated	% of Collection Circulated
Q-QZ	124,113	26,665	21%
R-RZ	30,758	25,897	84%
S-SZ	18,530	3,525	19%
T-TZ	51,511	17,483	34%
U-UZ	7,045	2,360	33%
V-VZ	1,197	245	20%
Z-ZZ	33,400	2,652	8%
TOTAL	1,357,890	106,108	23%

Table 11 indicates area studies circulation statistics. There is a 6 percent difference in comparison with the library collection in general. Whereas almost a full quarter of the number in the library circulate, only one sixth of the area studies books circulate. This figure is low primarily because of the relatively low circulation of French and German books. Asian in general, Japanese, Near Eastern, Russian, and Spanish books are at or above the library average.

TABLE 11
BYU AREA STUDIES CIRCULATION

Area	BYU Holdings	Number Circulated	% of Total BYU Circulation	% of Collection Circulated
Asia	23,072	8,122	1.17%	35%
Chinese	13,022	1,592	0.23%	12%
Classical	11,964	1,996	0.29%	17%
Dutch	1,700	179	0.03%	11%
East European	8,182	404	0.06%	5%
Europe	2,588	224	0.03%	9%
French	34,908	3,395	0.49%	10%
German	34,549	3,408	0.49%	10%
Italian	12,837	2,072	0.30%	16%

AREA	BYU HOLDINGS	NUMBER CIRCULATED	% OF TOTAL BYU CIRCULATION	% OF COLLECTION CIRCULATED
Japanese	3,765	976	0.14%	26%
Near Eastern	4,668	1,172	0.17%	25%
Other	2,717	433	0.06%	16%
Portuguese	3,878	455	0.07%	12%
Russian	8,769	2,405	0.35%	27%
Scandinavian	6,312	1,064	0.15%	17%
Spanish	41,409	9,576	1.38%	23%
Total	**214,340**	**37,473**	**5.39%**	**17%**

When only the "P" circulation transactions are examined, the 17% average drops another three points to 14%. Asian language books in general drop a full 21 points to 14%. French and German drop one percent and Spanish increases two percent.

TABLE 12
BYU LANGUAGE CIRCULATION

LANGUAGE	BYU HOLDINGS	NUMBER CIRCULATED	% OF TOTAL BYU CIRCULATION	% OF COLLECTION CIRCULATED
Asian	1,237	173	0.29%	14%
Chinese	13,022	1,592	0.23%	12%
Classical	11,964	1,996	0.29%	17%
Dutch	1,700	179	0.03%	11%
East European	5,569	175	0.03%	3%
European	1,679	207	0.03%	12%
French	24,467	2,244	0.32%	9%
German	21,985	1,945	0.28%	9%
Italian	9,194	1,067	0.15%	12%
Japanese	3,765	976	0.14%	26%
Near Eastern	2,040	451	0.07%	22%
Other	2,717	433	0.06%	16%
Portuguese	3,053	382	0.06%	13%

LANGUAGE	BYU HOLDINGS	NUMBER CIRCULATED	% OF TOTAL BYU CIRCULATION	% OF COLLECTION CIRCULATED
Russian	6,621	1,109	0.16%	17%
Scandinavian	4,130	476	0.07%	12%
Spanish	20,787	5,103	0.73%	25%
Total	**128,361**	**18,333**	**2.90%**	**14%**

These statistics are not out of line when compared to areas of the library with similar subjects. The following chart shows the area studies collection in relation to the numbers "E," "F," "G," "H," "J," "K," and "P." Of these, only "E", "F", and "H" are higher than area studies. Spanish, in fact, has the same percentage of circulation as the library in general.

TABLE 13
BYU CIRCULATION COMPARISON

CALL NUMBER	% COLLECTION CIRCULATED
E	44%
F	18%
G	17%
H	30%
J	17%
K	17%
P	16%
Area Studies	17%

In order to determine if circulation statistics were correct an examination of interlibrary loan requests was conducted. A list of all requests for winter semester, 1992 was provided by the Interlibrary Loan Office. The list was evaluated according to English and non-English requests. During this period 3,455 requests were made of which 455 were foreign language items. This represents thirteen percent of the total requests-almost identical to the 14% circulation figure indicated above.

Foreign Languages

A secondary purpose of the assessment was to compare the different area studies and foreign languages to each other. This evaluation is neither comprehensive nor conclusive, but should provide general suggestions about similarities and differences in the collection.

There are five general groupings of languages according to size. The three largest collections support the three major languages taught on campus: Spanish, French, and German. The Spanish collection is almost 7,000 volumes larger than the other two. There is a significant drop of over 20,000 volumes to a second grouping that includes Chinese, Italian, and the Classical languages. These three collections represent strong faculty and librarian interests that have resulted in satisfactory collections. The third group are lesser known European languages. The size of the different collections is consistent with the curriculum at the University.

TABLE 14
SIZE OF BYU FOREIGN COLLECTIONS

NSLC Rank	Area	Grouping	BYU Holdings	% of Entire Collection	BYU % of Five NSLC Libraries' Average of Holdings
31	Spanish	1	41,409	2.92%	96%
33	French	1	34,908	2.57%	120%
25	German	1	34,549	2.55%	102%
7	Chinese	2	13,022	0.96%	145%
27	Italian	2	12,837	0.95%	86%
19	Classical	2	11,964	0.88%	65%
29	Russian	3	8,769	0.65%	46%
26	East European	3	8,182	0.60%	78%
17	Scandinavian	3	6,312	0.47%	102%
24	Near Eastern	4	10,572	0.34%	23%
23	Portuguese	4	3,878	0.29%	80%
13	Japanese	4	3,765	0.28%	169%
20	Other	5	2,717	0.20%	94%
19	Dutch	5	1,700	0.12%	103%

TABLE 15
LARGE BYU FOREIGN COLLECTIONS

AREA	FIVE NSLC LIBRARIES' AVERAGE OF HOLDINGS	BYU HOLDINGS	FIVE NSLC LIBRARIES' AVERAGE % OF ENTIRE COLLECTION	BYU % OF ENTIRE COLLECTION	BYU % OF FIVE NSLC LIBRARIES' AVERAGE OF HOLDINGS
French	29,057	34,908	2.40%	1.57%	120%
German	33,910	34,549	2.76%	2.55%	102%
Spanish	43,056	41,409	3.45%	2.92%	96%

The last area examined was a comparison of circulation between the larger areas. In terms of percentage of circulation, the smaller collections had a higher percentage. The only exception was Spanish. The higher percentage for Spanish in comparison with German and French may, in part, be due to the fact that most of the Spanish language collection was purchased within the last ten years, whereas the French and German collections have been built over a longer period of time, primarily with collection purchases. Recent items tend to circulate more than older items. In addition, there are a number of specialized and older collections in French and German, purchased as sets, that function more as resources for potential research than as current curricula materials. The higher number of students in Spanish classes may also contribute to increased usage.

TABLE 16
CIRCULATION OF LARGE FOREIGN COLLECTIONS

AREA	NUMBER CIRCULATED	% OF COLLECTION CIRCULATED
Spanish	9,576	23%
German	3,408	10%
French	3,395	10%

Conclusions

The purpose of this assessment was not to determine if the library is purchasing foreign language materials at the "correct" level. The primary intent was to ascertain whether the size and circulation of the foreign collection was significantly out of line

with the rest of the library. A secondary purpose was to compare the different foreign language collections. A more in-depth and comprehensive study would have been desirable; however, statistical data were not available. This study therefore indicates directions and trends rather than "exact" information.

The study indicates that the foreign language and area studies collection is weaker than the general collection. It shows that in relation to five randomly selected libraries, the emphasis on foreign language collecting at Brigham Young University has not been as high as the rest of the collection, including smaller libraries, as shown in the comparison with the University of California at Davis and New York University. It also demonstrates that in relation to the rest of the language and literature collection ("P") of the library, the foreign language collection is weaker. This study does not indicate whether it should be weaker, only that in comparison to other libraries, it is.

In terms of individual languages, Spanish items were the most prevalent in the collection and also the most used. Chinese and Japanese language collections appear strong. The Near Eastern collection is significantly weak. Other than these three, none of the individual language collections appear significantly out of line on either side.

Circulation statistics indicate that use of the collection is less than that of the library in general. In terms of usage, circulation of the Spanish collection is exactly the same as the library in general. The other two major languages, French and German, however, have a significant decrease in circulation, due, in part, to the age and constitution of the collections and fewer students in these departments. The use of the language collection, however, was similar to the rest of the language and literature collection and similar to many of the social sciences. Area studies and language collections of the Brigham Young University library do not appear to be out of line with other materials of the same type.

CHAPTER SIX

CONCLUSION

The purpose of this report is to present a descriptive and valuative examination of the foreign language collection of the Harold B. Lee Library. Its purpose was to provide a descriptive foundation as a basis for informed discussion related to future acquisition and processing changes. It is hoped that the study provides adequate descriptive and statistical information to a topic susceptible to polemic discussion.

The report proposes that library collection decisions should be made on the basis of an understanding of the disciplines, publishing traits, and curricular needs. It suggests that disciplines have general geographic centers where primary research and publishing on the particular subject occurs. The language of the center is the language primarily applied for publications on the particular discipline. For many disciplines, that center is the United States and Western Europe and publications in these disciplines are primarily in English, German, and, to some extent, French.

Disciplines with strong geographic components tend to have less defined dominant centers, but regional centers relate to study of the geographic area. The language of those disciplines is diverse and focuses on regional languages. Decisions about the potential acquisition of library materials should be made on the basis of the language of the discipline, and not solely on whether an item is published in English. Worldwide political changes during the past ten years have significantly changed many research centers. Consequently, publication patterns have been altered.

The university climate was also discussed. Statements indicate significant administrative support from the Board of Trustees and President for foreign language activities on campus. It is also suggested that the university has fallen short in developing these programs. In terms of the curricula, there are significant activities in area studies and language classes. Most students on campus participate in some type of language or area studies class. Language facilities of BYU faculty and students have received national attention.

The historical development of the library was discussed. Initially, foreign language collections grew primarily through collection purchases and the establishment of approval programs. The collection was developed with an insufficient number of

librarians and the present collection reveals those weaknesses. The present staff is deemed adequately trained for the selection and processing of foreign materials, although they tend to be burdened with outside administrative and reference responsibilities that hamper adequate attention to the foreign collections.

The library's financial commitment to the collection was examined. It was determined that during the school year 1989-90, the amount spent on foreign language materials was $302.292.39. This figure represented 10.5 percent of the total acquisition budget of the library. Although similar statistics from other universities are not available, BYU's percentage is significantly lower than what is suggested in the literature for major research libraries(30-50%).[42] That conclusion is further supported in a random comparison of the BYU collection with five other research libraries. Our foreign language collections represents a significantly smaller percentage of the entire library in comparison to selected libraries. BYU's percentage is small even when compared to libraries with smaller collections.

The Spanish, German, and French collections are the largest foreign collections in the library. The Spanish collection is the largest in terms of numbers of titles and new acquisitions per year. However, because of the cost of publications, the library spends more per year to maintain its European collections. In terms of the university's curricula, Spanish has the largest number of students.

The circulation of foreign language materials was compared with the rest of the library. Foreign language materials in general circulate slightly less than the library collection in general. They do, however, show comparable circulation rates with the English language collection of similar disciplines. Curricula and past acquisition patterns significantly affect usage.

---

[42]Pritchard, p. 356.